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TITLE: **Bullying among university employees: Prevalence, Correlates, and Consequences**

AUTHOR		ADVISOR:
Olena Koval		Professor, PhD Gro Ellen Mathisen
Student number: 955225 …… ……	Name: Olena Koval …… ……	

Abstract

The aim of the present study was to explore bullying and its effects among university employees (n = 211). It was hypothesized that bullying would have negative correlations with social support and work engagement, and that there would be a positive relationship between the experience of being bullied and psychological distress, absenteeism, turnover intention as well as transfers within the same organization.Workplace bullying was examined using Negative Acts Questionnaire (NAQ-R, Einarsen, Hoel & Notelaers, 2009), reliable and valid instrument for measurement of workplace bullying.

The results showed that 16.6% of respondents were classified as victims of bullying, applying bullying criteria based on behavioral approach, that is individuals experienced at least one negative act “at least once a week” during the past six months. This number was in line with previous research among university employees (Zabrodska & Kveton, 2012). Confirming the previous studies, it was discovered that the most prevalent forms of bullying were related to work. Victims of bullying experienced more psychological distress, than non-victims. Findings showed that 5.5% of the variance in psychological distress was explained by bullying. There was a small, negative correlation between bullying and social support, with high levels of perceived bullying associated with low levels of social support. Finally, the paper showed that bullying was significantly correlated with employees’ turnover intention. As for work engagement, absenteeism, and transfers within the same organization there was observed no significant relationship between the variables. Finally, the results did not provide support for the hypotheses that socio-demographic and work situation factors such as age, gender, and work experience affect the likelihood of becoming a victim. Hierarchical status, confirming the hypothesis, appeared not to be statistically significant in bullying experience. The findings from this study could be useful in developing work environment in university sector.

Key words: workplace bullying, psychological distress, university, social support, absenteeism, turnover intentions, work engagement, NAQ-Reversed.

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Olena Koval

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CHAPTER ONE

Introduction

1.1 Background

Bullying at work was intensively studied during the last few decades with noticeable contribution during the recent years (Björkqvist, Österman & Hjelt-Bäck, 1994; Einarsen, Hoel & Notelaers, 2009; Hauge, Skogstad, & Einarsen, 2010; Leymann, 1990; Mathisen, Einarsen, Mykletun, 2010; Nielsen et al., 2009). Literature review showed that workplace bullying lacked clear definitions (Agervold & Mikkelsen, 2004; Einarsen, 2000). Einarsen (2000) presented a summary table of bullying definitions by different researchers. Such terms as harassment, scapegoating, workplace trauma, psychological terror were used as a synonymous of bullying, or mobbing, as it is referred in Scandinavia. Although the definitions of bullying differ according to some aspects they still have some common features. Einarsen (2000, p. 381) summarized that "the core dimension of these definitions is the term repeated and enduring negative acts. Bullying and harassment is seen as systematic aggression and violence targeted towards one or more individuals by one individual or by a group". Single episodes of anger or conflicts should not be considered as bullying (Einarsen, 2000). Einarsen et al. (2009) discussed that imbalance of power between an offender and a victim was an important feature of bullying experience as it made it more difficult for a victim of bullying to protect himself.

It is also evident that most of the research in the field of workplace bullying was done by Scandinavian researchers (Einarsen, Hoel, Zapf, & Cooper, 2003). However, it is not surprising, given that bullying originated from Scandinavia and until 1990s the research

in this subject was concentrated mostly to the Nordic countries (Einarsen et al. 2003). During the last decade scientists from Eastern and Southern Europe also made their significant contribution in discovering prevalence, forms, and outcomes of workplace bullying (Moreno-Jiménez, Muñoz, Salin & Morante Benadero, 2008; Zabrodska & Kveton, 2013).

1.2 Prevalence of workplace bullying

Though, "the prevalence of bullying has been reduced within the last 15 years, bullying is still problem in Norwegian working life" (Nielsen et al, 2009, p.98). Nielsen et al. (2009) also documented that almost 5% of Norwegian employees considered themselves to be victims of bullying. Moreover, "as many as 6.8 % are exposed to a high degree of bullying behavior, with a group of 1 % being excessively exposed" (Nielsen et al., 2009, p.98). According to McKay, Arnold, Fratzl, and Thomas (2008) it is vital to understand nature and frequency of bullying in order to be able to plan and implement changes in organization. Still, it is difficult to know exact numbers of prevalence of workplace bullying. According to Agervold and Mikkelsen (2004), the percentage of bullying at work ranges between 1 to 10 %. As classified by Keashly and Neuman (2010) studies of bullying in academic settings were characterized by relatively high rates of bullying between 18-67.7%, depending on the country involved. These rates seemed to be higher in comparison to the rates of workplace bullying in general population, as outlined above. There could be few causes of such frequency variations. Firstly, difference in the culture. Secondly, "the quality of work environment within a given organization or branch" (Agervold & Mikkelsen, 2004, p. 337). Among other important reasons Agervold and Mikkelsen (2004) outlined methodological problems, such as low response rates of survey participants,

different operational criteria of bullying measurements, and numerous definitions of bullying. For example, the response rate of employees at one university was 34.3% in the study of Keashly and Neuman (2010) and only 19.8% in the research of Simpson and Cohen (2004). It is known that with the small response rate the representativeness of the sample could be questioned (Babbie, 2010). It was therefore obvious that more research on bullying in university was vital in order get a better idea of this phenomenon in academic setting. There is evident lack of up to date research on bullying among university employees in Norway. Therefore, one objective of this paper was to investigate the prevalence of workplace bullying among employees of Norwegian university.

Some of the studies concentrated on the prevalence of bullying in universities (e.g. Björkqvist et al. 1994; Zabrodska & Kveton, 2013). But due to the lack of research on bullying in countries outside Scandinavia (Zabrodska & Kveton, 2013) the results are often compared across countries. Nevertheless, it's difficult to compare the findings because of the time frames between these studies, and different measures of bullying used. The lack of "more systematic cross-cultural research based on unified measures of bullying, such as the NAQ-Reversed" (Zabrodska & Kveton, 2013, p.106) could be a part of the problem. This study attempted to fill in this gap by using NAQ-R, as also advised by Bergen Bullying Research Group (BBRG). The intention was to compare the data from this research to the studies from other university settings who used the same measurement instrument, i.e. NAQ-R.

1.3 Commonly experienced negative acts

In the study of 137 Norwegian victims of bullying at work Einarsen et al. (as cited in Einarsen, 2000) presented most commonly experienced negative acts. Most frequently experienced behaviors were: social isolation, exposure to teasing, devaluation of one's work and efforts, and insulting remarks and ridicule. Nielsen et al. (2009) in their study of prevalence of workplace bullying in Norway reported that the most commonly experienced forms of bullying were "Being ordered to do work below your level of competence", "Someone withholding necessary information affecting your performance", and "Neglect of your opinions and views". As for less frequently experienced negative behavior "Being exposed to physical abuse or threats of physical abuse" was mentioned.

The context of university was according to Keashly and Neuman (2010) not favorable to hostile behaviors. Keashly and Neuman (2010, p.53) stated "it is less likely that hostility would be expressed by insults, swearing, shouting, or threats of physical harm…" Instead, they commented that behaviors which "involve threats to professional status and isolating and obstructional behavior" may be more common (Keashly & Neuman, 2010, p.53). They explained the prevalence of such behaviors as a consequence of importance of reputation, intellectual rigor, and accomplishments of employees in the university. Their idea was in line with the findings of Zabrodska and Kveton (2013) who concluded that most commonly reported negative behaviors among university employees from the Czech Republic were related to work. Among bullying behaviors experienced were "Being ordered to do work below their level of competence", "Being exposed to unmanageable work load", and "Having your options and views ignored". Though, there is

a lack of up to date Scandinavian research on forms of bullying, in particular, in Norwegian university. This study aimed at addressing this deficiency.

1.4 Workplace bullying in university and its individual outcomes

Despite the amount of studies conducted in Northern Europe, Einarsen (2000) noted that the field of bullying at work was still in its early stage. As mentioned by Keashly and Neuman (2010) there was conducted a number of studies on bullying in different organizational settings. Nevertheless, bullying in the academy received less attention from researchers. Keashly and Neuman (2010, p.54) mentioned "of particular relevance to discussions of bullying among faculty is the impact on job satisfaction, productivity/performance, and turnover as well as abrasive interactions with students". Niedl (1996) stressed that long term harassment at work could result in reduced work commitment among employees and in the worst case in turnover intention. As a result "turnover can be disruptive for students, colleagues, programs, the department, and the institution" (Keashly and Neuman, 2010, p. 54). This paper in its turn concentrated on such consequences of bullying in university as employees' work engagement, absenteeism, and finally turnover intention.

As outlined above workplace bullying ranges between 1 – 10% (Agervold & Mikkelsen, 2004). This number may not seem to be so impressive, but as well described by Björkqvist et al. (1994, p.173) "each person's self-image is to a large extent dependent on how he/she is daily treated by fellow employees". In scientific literature workplace bullying was closely linked to such negative individual outcomes as mental fatigue, depression, anxiety (Agervold & Mikkelsen, 2004; Hauge et al., 2010), and even

Posttraumatic Stress Disorder (Björkqvist et al.1994, Berge Mattniesen & Einarsen, 2004). Among others, Keashly and Neuman (2010, p.54) concluded "that consequences of bullying can be quite damaging to individuals (physical, psychological, and emotional damage), groups (destructive political behavior, lack of cooperation, and interpersonal aggression), though, these consequences of workplace bullying were not "acknowledged as a defining criterion" (Agervold & Mikkelsen, 2004, p.337)

The impact of bullying on mental health of the victims had scientific evidence (Keashly and Neuman, 2010; Mayhew & Chappell, 2007). Nevertheless, as mentioned by Einarsen (2000) the reaction of managers to bullying is rather unfavorable for the victims. Among common actions of the managers could be long-term sick-leave of the victim, relocation to degrading tasks, and so on. Such actions could lead to more complicated psychological disorders or other negative individual consequences (Einarsen, 2000). Examples of outlined above responses of the managers could be due to the fact "that third-parties or managers seldom acknowledge the harm done to the victim as in fact bullying and harassment, but rather a no more than fair treatment of a difficult and neurotic person" (Einarsen, 2000, p. 392). It could also be explained by a lack of awareness of the problem of bullying and its serious and devastating individual outcomes. Therefore workplace bullying required more attention in relation to different organizations, in particular to university field. Individual outcomes both related to job and psychological will be the main focus of this study, as advised by Einarsen (2000).

To summarize, the aim of this research was to contribute to the current knowledge of workplace bullying in pedagogical establishments by discovering the prevalence, forms, and consequences of bullying in a sample of Norwegian university employees. Quantitative

data was gathered by means of survey technique, which took place in academic year 2014. First, aim of this research was to examine which percentage of employees perceived being bullied, and if so, which forms of bullying were prevalent in university sector. Second, the study aimed at investigating consequences of workplace bullying, such as psychological distress, work engagement, absenteeism, transfers within the same organization, and turnover intention. In addition, socio-demographic and work situation factors (age, gender, work experience, and hierarchical status) were studied in order to check for possible risk groups.

CHAPTER TWO

Literature review

2.1 Definition of workplace bullying

"In recent years, growing research attention has been given to various forms of workplace aggression" (Lapierre, Spector, & Leck, 2005, p. 155). Lapierre et al. (2005) classified workplace aggression into 2 forms: sexual aggression and nonsexual aggression. As defined by Björkqvist et al. (1994, p.174) "sexual harassment is a specific form of work harassment, utilizing sexuality as a means of oppression". Lapierre et al. (2005) mentioned that even these two forms of aggression shared many similarities they still could have different influence on personality. Their findings, for example, showed that " when the meta-analytic comparison was restricted to all-female samples to hold victims' gender constant, nonsexual aggression was found to share a significantly stronger negative relationships with victims' overall job satisfaction than was sexual aggression" (Lapierre

et al, 2005, p. 155). Einarsen (2000, p. 380) stated that “it may be true that incidents of non-sexual harassment at work may have been reported as sexual harassment more as a consequence of this being the only legitimate label for such problems, than a consequence of the explicit sexual nature of the conduct”. In this study the expressions of “bullying” and “harassment” was used as synonymous to Scandinavian concept of “mobbing”. Work harassment in this research should not be confused with sexual harassment at a workplace.

Mobbing at work was defined in a number of ways (Einarsen, 2000). Most of the definitions of mobbing concentrated on “repeated or persistent incidence of negative behavior” (Björkqvist et al., 1994; Brodsky (as cited in Einarsen, 2000); Leymann, 1990). “In Scandinavia, the term “mobbing” is commonly used to describe all situations where a worker, supervisor, or manager is systematically and repeatedly mistreated and victimized by fellow workers, subordinates, or superiors” (Einarsen, 2000, p.380). Agervold and Mikkelsen (2004) noted that workplace bullying did not get a clear definition. Many researchers defined Scandinavian concept of “mobbing” at work in various ways. For example it was defined as bullying or:

> A social interaction in which the sender uses verbal and/or non-verbal communication that is characterized by negative and aggressive elements directed towards the receiver’s person or his or her work situation. The experience of bullying correspondingly involves the receiver experiencing this verbal and/or non-verbal communication as negative and aggressive and as constituting a threat to his/her self-esteem, personality or professional competence. (Agervold & Mikkelsen, 2004, p.337)

Brodsky (as cited in Einarsen, 2000, p. 382) defined it as harassment “repeated and persistent attempts by a person to torment, wear down, frustrate, or get a reaction from another person; it is treatment which persistently provokes, pressures, frightens, intimidates or otherwise cause discomfort in another person”. Other researchers referred to “mobbing” using such synonymous like scapegoating, workplace trauma, petty tyranny or psychological terror (Einarsen, 2000). Although the above outlined definitions differed according to some aspects they still had some common features. Einarsen (2000, p. 381) summarized that “the core dimension of these definitions is the term repeated and enduring negative acts. Bullying and harassment is seen as systematic aggression and violence targeted towards one or more individuals by one individual or by a group”. Single episodes of anger or conflicts should not be considered as bullying (Einarsen, 2000). It is important to mention that to be considered a victim of bullying one should “Find it difficult to defend himself/herself in the actual situation” (Einarsen, 2000, p.381). Einarsen et al. (2009) discussed that imbalance of power between an offender and a victim was an important feature of bullying experience as it made it more difficult for a victim of bullying to protect himself.

Another important feature of bullying is the distinction between subjective and objective bullying. As stressed by Brodsky and (cited in Einarsen et al., 2000) subjective experience was all about victims’ perceptions of bullying, while objective experience of bullying had to be witnessed by others. The present research aimed at examining the subjective experience of bullying among employees.

For the present study the definition of workplace bullying developed by Björkqvist et al. (1994) was applied. Thus, “repeated activities, with the aim of bringing mental (but

sometimes also physical) pain, and directed toward one or more individuals who, for one reason or another, are not able to defend themselves" (Björkqvist et al., 1994, p.173). "The emphasis is as much on the frequency and duration of what is done as it is on what and how it is done" (Einarsen et al., 2009, p. 25).

2.2 Bullying among university employees

Bullying among university employees was previously studied by mostly Scandinavian researchers (Björkqvist et al., 1994). Some studies on bullying in academia were conducted in UK, United States, New Zealand, and Canada (Keashly & Neuman, 2010). As summarized by Keashly and Neuman (2010) rates of experienced bullying in university settings varied dependent on the country: 20.5% in Finland (Björkqvist et al, 1994), 18% Wales (Lewis, 1999), 32% United States (Keashly & Neuman, 2008). It was also important to keep in mind that rates of bullying received from previous studies could differ in respect to sample size, work environment within the given organization, and the way bullying was measured (Agervold & Mikkelsen, 2004). As classified by Keashly and Neuman (2010) studies of bullying in academic settings were characterized by relatively high rates of bullying between 18-67.7%, depending on the country involved. These rates seemed to be higher in comparison to the rates of workplace bullying in general population, as outlined above. It was also observed that different bullying measurements instruments were used (Björkqvist et al, 1994; Zabrodska & Kveton, 2013), which further reduced the possibly to compare rates of bullying. Due to the space constraints, the present study only shortly presented the main findings of the research on bullying in academia.

Björkqvist et al. (1994) investigated the occurrence of bullying among employees of Åbo Akademi University in Finland. Their findings showed that position of an employee was related to harassment. Individuals in subordinate position harassed less often than individual in superior positions. The employees involved in teaching and research experienced less bullying than did administrative workers or service employees. Not surprisingly, their findings reported that victims of bullying experienced higher levels of depression and anxiety than others.

Another research on bullying among university employees was conducted in Czech Republic (Zabrodska & Kveton, 2013). The study of Zabrodska & Kveton (2013) was one of few on bullying conducted in Central Eastern European countries. ” Over the past decade, a grooving number of Anglo-American and Scandinavian researchers have documented the extent to which the university environment provides opportunities for workplace bullying” (Zabrodska & Kveton, 2013, p.89). Their results showed similar percentage of bullying prevalence to Scandinavian countries. Among the respondents “ 7.9 % of employees reported to be bullied during 12 months at least occasionally and 0.7% reported that they had been bullied at least weekly” (Zabrodska & Kveton, 2013, p. 96). Findings showed that:

> The most commonly reported negative acts experienced by the respondents on a weekly basis were work-related. In particular, the respondents reported “being ordered to do work below their level of competence” (5.8 % of the respondents had experienced this negative behavior at least weekly), “being exposed to unmanageable workload (3.3%), and “having their options and views ignored” (2.2%). (Zabrodska & Kveton, 2013, p.96)

In their research of faculty experiences with bullying in higher education Keashly and Neuman (2010) also stated that negative behaviors found "in academia involve threats to professional status and obstructional behavior (i.e., thwarting the target's ability to obtain important objects)" (Keashli & Neuman, 2010, p.53). As an explanation to such behavior in pedagogical settings the authors mentioned one's accomplishments, intellectual rigor, and reputation. They said:

> If one wished to harm someone in this context, then behaviors designed to undermine their professional standing, authority, and competence, or impede access to key resources for their work (such as money, space, time, or access to strong students), may be the weapons of choice. (Keashli & Neuman, 2010, p. 53)

Another research on bullying in university was conducted in Canadian university by McKay, Huberman Arnold, Fratzl, and Thomas (2008). McKay et al. (2008) reported the following impacts of bullying on employees as: stress, frustration, powerlessness, demoralization, and anxiety. The respondents also reported that as a result of bullying there was a change of interest in the work, their view of the university, change in their abilities to deal with people and challenges (McKay et al, 2008). To summarize, the studies outlined above documented that different forms of psychological disorders were common consequences of bullying in universities.

2.3 Bullying as one of the major sources of poor mental health

Back in nineties Leymann (1990) documented severe psychological impacts of workplace bullying. He stressed that increased sick-leave could be one of the consequences of bullying at work. Leymann (1990) summed up such groups of bullying outcomes as:

social, social-psychological, psychological, and psychosomatic and psychiatric. The last group was connected to such symptoms as depressions, psychosomatic illness, and suicides. As later discovered by Hauge et al. (2010) workplace bullying was related to anxiety, depression, and job satisfaction. The consequences of bullying were found to be more severe, than those of other well-known job stressors, such as job demand, decision authority, role ambiguity, and role conflict (Hauge et al., 2010). Einarsen and Raknes (as cited in Einarsen, 2000, p.387) found that among male shipyard workers ”harassment explained 23% of the variance in psychological health and well-being”. It was also mentioned by Björkqvist et al. (1994) that workplace bullying was rather severe problem in Western society, much more severe than people thought it was. As a support of this statement the work of Leymann (as cited in Leymann, 1990) could be mentioned, where he found a relation between work-related bullying and suicide. Leymann (1990, p. 122) stated that “in Norway in opinion pool among members of unions affiliated with the Norwegian TUC showed that about 1% of the working population (some 20.000 in Norway) have or had this problem”.

2.4 Stress Theory

According to Karasek and Theorel (1990), stress theory did not gain any particular definition, but rather could be referred to as a scope of knowledge of the scientific community. Still, stress model has some characteristics which are rather specific. The source of the cause is environment “and the individual is the target or locus of effects” (Karasek & Theorel, 1990). Second characteristic of stress theory implies that the connection between environment and the way it influences the individual is rather difficult to determine. Single stressor can also result in many different effects; some of the effects

can come with a noticeable time delay. Finally, the theory of stress implies that individuals who experienced stressful working conditions would gain a distress, which can result in physical symptoms, psychological state or behavioral outcomes (Karasek & Theorel, 1990).

Johnson et al. (2005, p.179) mentioned that “there are a number of work related stressors which have been linked to an increased likelihood of an individual experiencing negative stress outcomes”. It was observed that Einarsen et al. (1994) referred to the following stressors as “work environment quality”. Among them they classified: role conflict and role ambiguity, work overload, interaction with supervisors, and factors related to leadership practice, resource inadequacy, poor participation and interaction among coworkers, and under-utilization of skills (Einarsen et al, 1994). The findings of Hauge et al. (2010) showed that bullying at work “is indeed a potent social stressor with consequences similar to, or even more severe than, the effects of other stressors, frequently encountered within organizations” (Hauge et al., 2010, p. 426). In the same study bullying was found to be a potent stressor for anxiety and depression. Therefore, in the present study negative social interaction (workplace bullying), was studied as a significant workplace stressor (Hauge et al., 2010; Rayner & Hoel, 1997), while the theory of stress (Karasek & Theorel, 1990) was applied to understand the nature of a stressor and its outcomes.

2.5 Cooper and Marshall Model of work related stress

Cooper and Marshall (1976) in their model of work related stress presented five categories of stress at work. According to Cooper and Marshall (1976) they were: factors intrinsic to a particular job, role in organization, career development, relationships at work,

and organizational structure and climate. Factors intrinsic to a particular job would, according to Cooper and Marshall (1976), include: unpleasant work conditions, work overload, time pressure, etc. Role in the organization was a second group of sources of occupational stress. Particularly important for this group were role ambiguity and role conflict. Role ambiguity was present:

> When an individual has inadequate information about his work role, that is, where there is lack of clarity about work objectives associated with the role, about work colleagues' expectation of the work role and about the scope and responsibilities of the job. (Cooper and Marshall, 1976, p. 16)

Role conflict in its turn "exists when an individual in a particular work role is torn by conflicting job demands or doing things he/she really does not want to do or does not think are part of the job specification" (Cooper and Marshall, 1976, p. 16). Among other potential stressor which belong to role in organization "responsibility for people" and "responsibility for things". According to Cooper and Marshall (1976) "responsibility for people" has much stronger impact on persons mental health, as its associated with increased responsibility for people, exposing the person to more time interacting with others, attending meetings, etc. These findings make managers and top leadership of organizations even more exposed to work related stress. The third group of sources of work related stress was career development. Over promotion, under promotion, lack of job security, etc. was mentioned here. Relationship at work was the fourth and rather important source of stress at work. It involved relationships with one's boss and colleagues, difficulties in delegating responsibility, etc. Rayner and Hoel (1997) identified such categories as: threat to professional status, threat to personal standing, isolation, overwork,

and destabilization as bullying behaviors. The fifth source of organizational stress is organizational structure and climate. “Little or no participation in the decision making process, lack of effective consultation, restrictions on behavior (e.g. budgets), office politics” (Cooper and Marshall, 1976, p. 20) are just few mentioned by the author. The model developed by French and Caplan as (cited in Cooper and Marshal, 1976) showed that greater participation of employees was related to low psychological strain, high utilization of skills and abilities from professional training, good working relations with colleagues and immediate superior. Moreover the greater participation of employees was found to be related to positive attitudes toward work and high production. High production in its turn would lie in low absenteeism, low turnover, high performance improvement, etc. On the other hand, Cooper and Marshall (1976) concluded that lack of participation is associated with higher levels of physical and mental health risks and lover job satisfaction.

It is important to remember that “there are a number of extra-organizational sources of stress which affect the physical and mental well-being of an individual at work” (Cooper & Marshal, 1976, p. 22). Family problems, life satisfaction and crisis, financial difficulties are just few to mention. “These are important potential stressors since they act in a feedback loop between work and the outside environment: problems outside work-affect-individual at work-exacerbate-problems outside work” (Cooper & Marshal, 1976, p.22). It was discussed by Hauge et al. (2010, p.427) that “regardless of its causes, an occupational stressor is by definition any antecedent condition that requires some kind of adaptive response on the part of the individual for it not to result in subsequent strain”. It was mentioned by Johnson et al. (2005) that teachers could be exposed to work overload and therefore were more vulnerable to stress. Johnson et al, (2005) findings showed that

teachers were one of the six “occupations reported as being most stressful regarding physical and psychological well-being and as having the lowest levels of job satisfaction” (Johnson et al., 2005, p. 184).

The preceding discussion suggested the following hypothesis:

H1: There is positive correlation between workplace bullying and psychological distress

2.6 Perceived exposure to bullying and work engagement

Such outcome of bullying as work engagement also received attention from scientific community. According to Bakker and Leiter (2010) the terms work engagement and employee engagement could be used synonymously. Engagement was defined by Bakker and Leiter in terms of organizational commitment and extra roll behavior, which would contribute to “effective functioning of the organization” (Bakker & Leiter, 2010, p.12). For example, in the study of Harter, Schmidt, & Hayes (2002, p.269) “the term employees engagement refers to individual’s involvement and satisfaction with as well as enthusiasm for his work”. In the present research work engagement was defined as “degree to which doing well on the job matters and the level of felt responsibility and commitment to the job” (Britt et al., 2001).

Scientific literature reported that workplace bullying could result in reduced work engagement among the employees (Einarsen et al., 2003). For example, McKay et al. (2008) found that among other consequences of workplace bullying there was a change of interest in work among employees of Canadian university. Based on this, the following hypothesis was offered:

H2: There is negative relationship between bullying and work engagement

2.7 Absenteeism, transfers within the same organization, and turnover intention as results of exposure to work related bullying

Although one of the main aims of this paper was to examine the relationship between bullying at work and psychological distress, a wider picture of the effects of negative behavior could give a reader better understanding of individual outcomes of bullying. It was discussed by Leymann (1990) that high percentage of sick leave could be one among many other social consequences of bullying. For example, Niedl (1996) suggested that long term workplace bullying could result in such negative outcomes as reduced work commitment and in employees' turnover intention. As for empirical support, Hauge et al. (2010) found that bullying was a statistically significant predictor of turnover intention and absenteeism. Bullying contributed with 1% of the explained variance for turnover intention. As for absenteeism, bullying showed statistically significant week contribution. According to Hauge et al. (2010) these results were in line with previous findings on bullying and absenteeism.

According to Keashly, Trott and MacLean (1994) absenteeism and turnover could be the outcomes of negative behavior. In their study 13.6 % of students (N = 59) left their jobs because of negative behaviors experience. It was interestingly noted by Keashly et al. (1994) that turnover intention could be limited by economic situation of the respondent and by the nature of their occupation. They further discussed that other options which they called "internally directed" could be taken. For example, "a request for transfers or reassignment in the organization may be used as a means to end the situation" (Keashly et al. 1994, p.354).

Based on this the following hypotheses were offered:

H3: There is positive relationship between bullying and absenteeism.

H4: There is positive relationship between bullying and turnover intention

H5: There is positive relationship between bullying and transfers within the same organization.

CHAPTER THREE

Theoretical models of bullying at work

Previous studies on bullying were particularly based on few theories. Those were summarized by Einarsen (2000) as: personality traits of victim or offender, inherent characteristics of human interaction in organizations, and social and organizational work environment and work conditions. Short description of these theories is presented below. Personality trait was a part of the discussion in order to give a reader better understanding of possible alternative theories.

3.1 Personality trait of a perpetrator and a victim

As described by Persson et al. (2009) the personal characteristics of the victim could play important role in their position among others. Such personal traits as anxiety, quietness, irritability, and insecurity are common among the victims of bullying. Possibly, because of these personal traits the victims reacted with withdrawal when attacked. Therefore, as presented by Olweus and (cited in Einarsen, 2000) the personality of the victim both could make them easy targets of bullying and less resistant when faced with

aggression. He also stressed that the victim through his behavior could provoke negative behavior in others, who could be called “provocative” victims. Though, these theories came from the research on bullying among school children.

As for harassment at workplace the review of studies on bullying gave the picture of the theories applied in attempt to understand a “bully” and a “victim”. “There has been much speculation about whether personality traits typical to victims may be identified, but there is no evidence for this so far” (Björkqvist et al., 1994, p. 175) Research conducted by Persson et al. (2009) on personality traits among occupationally active bullied persons showed that victims of bullying had higher scores on six scales within the neuroticism dimension (somatic trait anxiety, psychic trait anxiety, stress susceptibility, lack of assertiveness, embitterment, and mistrust. They also were found to have higher trait irritability and impulsiveness scores in comparison with non-bullied employees (Persson et al, 2009). Some studies showed that the personality of the perpetrator was one of the main perceived causes of bullying (Björkqvist et al. 1994; Zabrodska & Kveton, 2013). On the other hand, as stated by Brodsky and (cited in Einarsen et al., 1994, p.384) “harassment may in fact be an inherent characteristic and a basic mechanism within all human interaction”. Einarsen (2000) mentioned that this characteristic of bullying could make it difficult to eliminate bullying at workplace. Personality traits as it was stated by Leymann (1990) were not considered to be relevant to bullying study at work. Instead the accent was made on organizational quality.

Revised frustration-aggression hypothesis vs. social-interaction approach to aggression

As described by Berkowitz and (cited by Einarsen, 2000, p.391) extremely stressful situations at work could lead “to aggressive behavior through the production of negative affect” (revised frustration-aggression hypothesis). According to this hypothesis bad work environment can contribute to bullying behavior. On the other hand, as presented by Felson and (cited in Einarsen, 2000, p. 391) “a social interaction approach to aggression would argue that stressful events indirectly affect aggression through its effect on the victim’s behavior. Distressed persons, according to a social-interaction approach, may disrespect social norms or be aggressive towards others. Therefore, even though bullying couldn’t be explained solely by work environment, there was found a number of work environment variables related to bullying (Einarsen, 2000).

3.2 Work environment and organizational culture as a predictor of bullying

Another view on bullying accidence was explained by work environment and social environment problems in the organization (Einarsen et al., 1994, Keashly & Neuman, 2010). “The causal model of bullying and harassment at work that has received most public attention in Scandinavia emphasizes the quality of the organization’s work environment as the main determinant of such misconduct” (Einarsen et al. 1994, p. 384). As stated by Hoel & Salin and (cited in Keashly & Neuman, 2010) bullying was prevalent in organizations that were characterized as competitive, highly politicized, with autocratic or authoritarian leadership. Organizational culture and the hierarchical organizational nature could as well be contributing to victims disability to protect himself (Björkqvist et al, 1994; Keashly & Neuman, 2010).

The results of the study of Einersen et al. (1994) showed that measures of work environment (low satisfaction with leadership, work control, experience of role conflict, social climate) were the factors that correlated most with bullying. Their findings presented the importance of different aspects of work environment in different kinds of organizations. Einarsen et al. (1994) also reported that different factors were related to different kinds of work environment. For example, among teachers union the regression analysis showed that bullying was related to social climate, but did not relate neither to work control, nor to role ambiguity (Einarsen et al, 1994). Taking into account the nature of their work, this seemed rather reasonable. ”Traditionally, teachers are very independent in their work, with little or no supervision” (Einarsen et al, 1994, p. 398). Conversely, the research of Agervold and Mikkelsen (2004) did not support the theory that poor work environment would lead to bullying among employees. Although they discovered that non-bullied employees evaluated their work environment more positively than bullied employees.

The aim of this study was to explore the relationship between bullying and organization’s work environment quality as experienced by the employees. A narrow concept of work environment, in particular social support from co-workers and immediate superior, was considered appropriate for this research. “Social support at work refers to overall levels of helpful social interaction available on the job from both co-workers and supervisors” (Karasek & Theorell, 1990). Einarsen et al. (2004) found that social climate among teacher union correlated with bullying ($r = 30$, $p < 0.001$), the directions of the correlation showed that a high degree of bullying was associated with low social climate. Social climate correlated with bullying the most among other factors of work environment (Einarsen et al. 1994). It was also stated that:

> Victims high on social support at work or off work are probably less vulnerable when faced with aggression. Social support may also reduce the emotional and psychological activation of the victim, hence reducing the health effects of long term harassment. (Einarsen, 2000, p. 387)

Recent studies, as mentioned by Persson et al. (2009) reported that bullied employees perceived less social support from their supervisors and coworkers. Nevertheless, Persson et al. (2009) in their study discovered no differences in reported level of social support scores between bullied, witnesses, and non-bullied coworkers. They also stated that all three groups reported rather low social support. Persson et al. (2009) explained it as an outcome of work type the employees were engaged in particular, machine passed work with little contact among employees and supervisors. This may be rather different among university employees, who spend more of their time in dialog with each other.

This suggests the following hypothesis:

H6: Social support is negatively correlated with workplace bullying.

3.3 Socio-demographic factors

Emphasized by Zapf and (cited in Moreno-Jiménez et al., 2008), workplace bullying was classified as multi – casual phenomenon. Moreno- Jiménez et al. (2008) further explained that different individuals would experience bullying differently, some would feel “bullied”, while others not. Therefore the response to bullying was affected by individual differences between employees, such as work experience and demographic

factors. As mentioned earlier in this discussion personality traits also paid significant role in experience of bullying (Moreno-Jiménez et al. 2008). It was suggested that:

> Socio-demographic factors, such as gender, age, marital status and level of education, and professional background and work situation, such as experience and type of contract, may also have an effect, though research to date has yielded inconsistent results for socio-demographic factors studied. (Moreno-Jiménez et al. 2008, p. 96)

The studies available did not have a clear theoretical explanation of socio-demographic factors. There is definitely a need for more research which would aim to discover the role of socio-demographic factors, as the results of the present studies lack consistency and are not conclusive (Moreno-Jiménez et al, 2008).

3.3.1 Gender

Moreno-Jiménez et al. (2008) classified gender as one of the variables which received the most attention among researchers. Gender differences in bullying experience were studied by Simpson and Cohen (2004), who concluded that gender was an important factor in work related bullying. As suggested by Miller and (cited in Simpson and Cohen, 2004) male aggression in relation to women is motivated by purpose to control. Nevertheless, according to Moreno-Jiménez et al, (2008, p.96) “results from empirical studies on gender and bullying are inconsistent”. For example, Björkqvist et al.(1994) and Moreno-Jiménez et al. (2008) reported that females were bullied significantly more than their male coworkers, while Zabrodska and Kveton (2013) and large scale study of Einarsen & Skogstad (2006) reported no difference in victimization between two sexes.

Being rather inconsistent, the issue of gender in bullying deserved further examination. Based on the theory of Miller (as cited in Simpson and Cohen, 2004) the following hypothesis was offered:

H7: Females experience being bullied more often than men.

3.3.2 Hierarchical status

Another socio-demographic factor which received attention of the researchers is hierarchical status (Björkqvist et al., 1994; Moreno-Jiménez et al. 2008). The above mentioned studies reported contradictory results. Björkqvist et al. (2004) found position to be related to harassment. They discovered that employees from university in Finland who were in subordinate positions harassed less often than employees from leading positions. On the other hand, Moreno-Jiménez et al. (2008) found no significant difference with respect to hierarchical status between supervisor and subordinate positions. As for the present paper, in order to examine the issue of hierarchical status Hofstede's dimensions of national culture (Hofstede's five axes) was applied (Minkov & Hofstede, 2011). Mor Barak (2011, p. 193) stated that "these five dimensions have clear implications for individual and group expectations related to acceptable behaviors in the workplace". She further stated:

> Whether employees expect their supervisor, for example, to be authoritative and give clear instructions that they will closely follow or whether they expect to operate independently and have egalitarian relationship with their supervisors depends to a large extent on the cultural perception of power distance in their society. (Mor Barak, 2011, p.193)

According to Hetland and Sandal (2003. p.150), Norway "scored low on the power distance dimension, referring to the extent to which people accept and expect that power be unequally distributed". Hetland and Sandal (2003) stated that in low power distance country the supervisor is perceived as democratic and open minded. Mor Barak (2011) also commented that subordinated and supervisors consider themselves to be equal. Further, as discussed by Einarsen et al. (1994) interaction with supervisor could be related to bullying. Therefore, it could be assumed that Hofstede's dimensions of national culture could provide framework from which a hypothesis regarding hierarchical status was derived.

H8: Employees in subordinate positions do not perceive higher levels of bullying than employees in leadership positions.

3.3.3 Work experience

As described by Jawahar and (cited in Keashly and Neuman, 2010) aggression research noted that the opportunity for aggression increases when the relationship among individuals become longer and more interactive. Keashly and Neuman (2010, p.53) stated "that academia is a particularly vulnerable setting for such persistent aggression as a result of tenure, which has faculty and some staff in very long-term relationship with one another". As a result employees who were longer in their position would experience being harassed by their coworkers more often.

This led to the third hypothesis:

H9: Employees who were working longer in the university perceived more frequent exposure to bullying than employees with shorter period of employment.

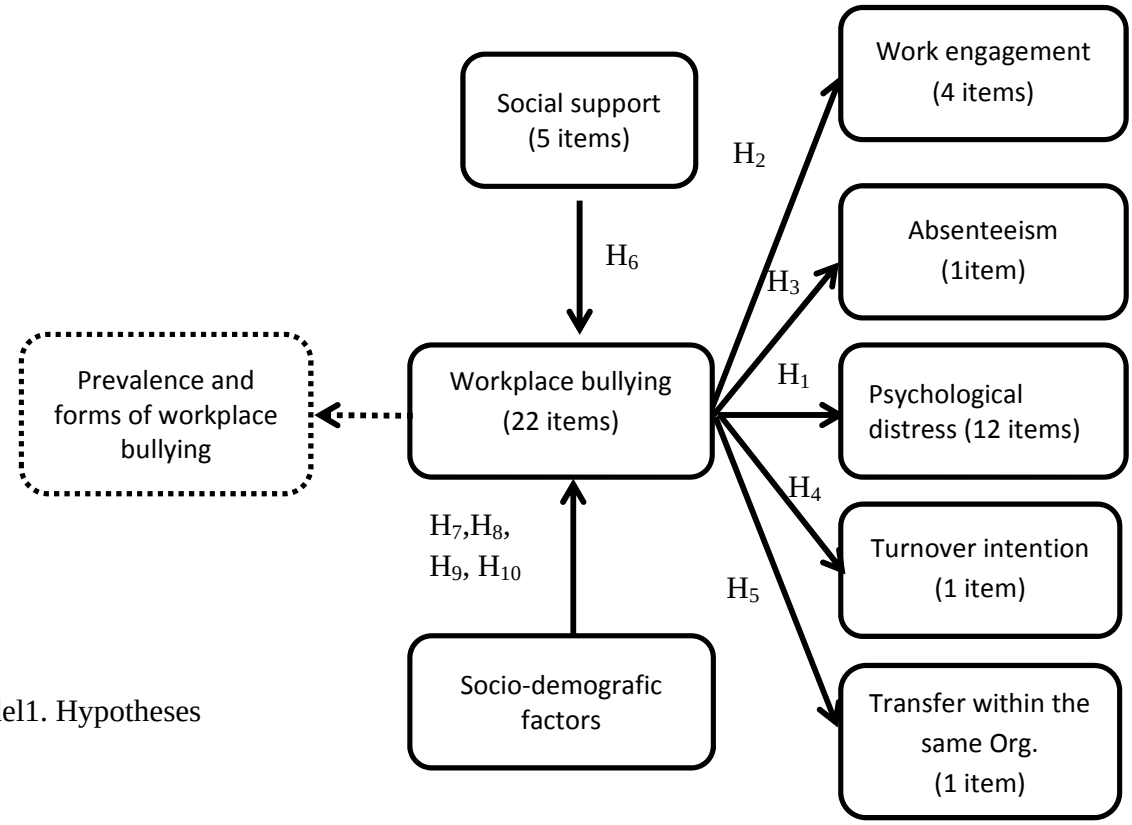
3.3.4 Age

It was discovered by Einarsen and Skogstad (1996) that older employees experienced more exposure to bullying than their younger coworkers. Einarsen and Skogstad (1996) hypothesized that older employees may wish to be treated with more respect. Therefore, such behaviors as younger employees saw as horseplay was experienced as bullying by older group of employees (Einarsen & Skogstad, 1996). Their findings were also confirmed by Einarsen et al. (1994), who found that older Scandinavian employees reported the highest incidence of bullying. The results of the study of Moreno-Jiménez et al. (2008), for example, were not in line with above outlined studies. They did not find significant difference with respect to age among four groups. It is, though, not sure that the theory of Einarsen and Skogstad (1996) could be applied in university setting. This is due to special requirements of age, i.e. in order to become a professor or a PhD one would need to get particular level of education at the first place, which in its turn would take few years. As a result, the mean age of university employees would be higher and standard deviation reduced. This could be rather different from other work settings like hotel industry, for example, where employees could be as young as eighteen years old, with more significant difference between younger and older groups. Therefore, in order to test the theory offered by Einarsen and Skogstad (1996) in academic setting, the following hypothesis was suggested:

H10: Younger (< = 37) and older (57+) groups of employees perceive higher level of bullying than their coworkers.

3.4 Aim of the study

The aim of this research was to contribute to the current knowledge of workplace bullying in pedagogical establishments, by discovering the prevalence, forms, and consequences of bullying in a sample of Norwegian university employees. First, aim of this research was to examine which percentage of employees perceived being bullied, and if so, which forms of bullying were prevalent in university sector. Second, based on the theoretical reasoning and previous research outlined above, the following hypotheses were issued:



Model1. Hypotheses

H1: There is positive correlation between workplace bullying and psychological distress.

H2: There is negative relationship between bullying and work engagement.

H3: There is positive relationship between bullying and absenteeism.

H4: There is positive relationship between bullying and turnover intention.

H5: There is positive relationship between bullying and transfers within the same organization.

H6: Social support is negatively correlated with workplace bullying.

H7: Females experience being bullied more often than men.

H8: Employees in subordinate positions do not perceive higher levels of bullying than employees in leadership positions.

H9: Employees who were working longer in the university perceived more frequent exposure to bullying than employees with shorter period of employment.

H10: Younger (< = 37) and older (57+) groups of employees perceive higher level of bullying than their coworkers.

CHAPTER FOUR

Research method

4.1 Design

The study overall had descriptive design. Design choice was predetermined by the purpose of this study. Descriptive design, according to Neuman (2014, p. 38) “presents a picture of the specific details of a situation, social setting, or relationship”. Therefore it was appropriate for this paper. The unit of analysis of the present research was individuals, i.e.

the employees of the university. The researcher applied quantitative data collection technique. Quantitative data for further inferential statistical analysis was gathered by means of survey technique.

It was summarized by Cowie, Nailor, Rivers, Smith, and Pereira (2002) that there was a lack of appropriate technique to measure workplace bullying. Cowie et al. (2002) underlined questionnaires as most frequently used method in large-scale surveys. Among other methods face-to-face interviews, focus groups interviews, and critical incident technique were mentioned. Observational methods and peer nomination methods were as well described as having their advantages and disadvantages. Björkqvist et al. (1994) discussed the advantages of the peer nomination technique which was widely used among adolescents and which had a number of advantages. It used to be referred as more valid than self-reports. Björkqvist et al, (1994, p.182) further stated that the use of such technique "was not possible, for the sake of anonymity of the subjects. Since employees are economically dependent on their work, they are reluctant to identify others by name, especially superior colleagues". This method is also time consuming (Cowie et al., 2002), and requires a very high level of trust (Björkqvist et al., 1994).

Reinar and Hoel (1997, p. 187) mentioned that "the contribution of experimental aggression studies to workplace bullying is rather limited". Most of the experimental studies on aggression were conducted in the laboratory and using strangers as participants. This brought two issues in attempt to transpose the results of the experiment into workplace bullying. First, the studies conducted in the laboratory have low external validity, though the internal validity is high. Second issue is that bullying at work does not happen between strangers, but between people who communicate with each other on the daily basis.

“Bullies may manipulate a well-known environment to achieve their ends” (Reinar & Hoel, 1997, p. 187).

As outlined above, previous studies on work related bullying among university employees used survey technique (e. g., Björkvist et al., 1994; Lewis, 1999; Simpson & Cohen, 2004; Zabrodska & Kveton, 2012). Survey has several advantages over other research techniques. First, they are very useful to describe the characteristics of large population. “Surveys - especially self-administered ones-make large sample feasible” (Babbie, 2010, p. 286). They open the possibility of conducting descriptive and explanatory analysis. Nevertheless, survey research has several weaknesses. “Surveys cannot measure social action; they can only collect self-report of recalled past action or of prospective or hypothetical action” (Babbie, 2010, p. 286). That is survey technique is “subject to the artificiality” (Babbie, 2010, p. 287). It is also the artificiality that puts a strain on the validity of a survey. If to compare survey to direct observation technique it is possible that during survey other important variables would stay unnoticed, while they could be paid attention to during observation. Babbie (2010, p. 286) in his discussion of the different ways to gather survey data mentioned that “respondents are sometimes reluctant to report controversial or deviant attitudes or behaviors in interviews but are willing to respond to anonymous self-administered questionnaire”. Babbie (2010) stated that self-administered questionnaires were more effective for collecting sensitive data.

4.2 Procedure

Following approval from the University of Stavanger (Human Resources Management) participants of the survey were contacted through their university e-mail.

Sampling frame for this survey was the University of Stavanger web page which contains the email addresses to the employees. The employees received e-mails with short description of the study, its purpose and practical value, and a link to the questionnaire. The confidentiality and anonymity of the respondents was reassured. Participation in the study was voluntary. A reminder email was sent 5 days after the first email in order to increase response rate.

4.3 Participants

Email addresses of 1650 employees from the University of Stavanger were selected and the employees were contacted for participation in this research. In total 211 university employees (N = 211) responded to the online survey. The response rate to this study was 12.7 %. Similar studies conducted on the topic of bullying in academia had rather varied response rates (Keashly & Neuman, 2010). For example, Björkqvist et al. (1994) had response rate of 47% (N = 338), Lewis (1999) conducted his research in 32 institutions and had response rate of 50.3% (N = 415), Simpson & Cohen (2004) had response rate from one university of 19.8 %, and McKey et al. (2008) who studied teaching staff and librarians at one university had response rate of 12 % (N = 100).

All the received responses were complete and were used in this research. In a research sample of 211 employees there were 43.1% males and 56.9 % females. Mean age was 46.9 years old. Current positions of the employees were distributed as follows: PhD candidate 12.3%, assistant professor 11.4%, associate professor 19.9%, professor 11.4%, researcher 3.3%, and 41.7% worked in administration. Most respondents 77.3% were employed with their current employee on permanent position, while 22.7% had temporary

position at UIS with maximum of 35 years and minimum of less than 1 year of working time at the University. Finally, 18.5%, or 39 of 211 respondents had leadership position at the university.

4.4 Measurements

A questionnaire survey was developed based on previously established and validated scales. The questionnaire was divided into seven sections. The first part of the questionnaire included some questions concerning the demographic characteristics of the respondents (age, gender) as well as questions about respondents' employment (type of employment contract at UIS, current position, etc.) Special attention was paid to this part of the questionnaire in order to assure anonymity of the respondents. The questions concerning the demographic characteristics and respondents' employment were modified from the QPS Nordic (Lindström et al., 2000).

Original questionnaire output is presented in Appendix I

Exposure to bullying

Perceived exposure to bullying within the last 6 months was measured by the version of the Negative Acts Questionnaire-Reversed (NAQ-R), which contained 22 items (Einarsen, Hoel and Notelaers, 2009). According to Einarsen et al, (2009) NAQ-R is reliable and valid instrument for workplace bullying measurement. It "contains items that can be construed as work-related bullying, person-related bullying or physical intimidation respectively" (Einarsen et al. 2009, p.27). This three factor scale can as well be used as single factor instrument "or even as a two-factor measurement of work-related and person-related bullying" (Einarsen et al. 2009, p.38). In the present study Negative Acts

Questionnaire was applied as single factor instrument, by adding respondents' scores (Einarsen et.al.2009). Bergen Bullying Research Group (BBRG) motivated researchers to use NAQ in order to be able to compare the results of the studies. The response alternatives were: "Never", "Now and then", "Monthly", "Weekly", "Daily". Example items included "Being ordered to do work below your level of competence", "Having your options ignored", "Persistent criticism of your errors or mistakes", "Being shouted at or being the target of spontaneous anger". As advised by Einarsen et al. (2009) and followed by Nielsen et al. (2009) no definition of bullying was given to respondents. In this paper was used the bullying criteria offered by Leymann (1996) of being exposed to at least one negative act per week. The duration of six months was another necessary criterion.

Reliability

According to Einarsen et al. (2009), 22 items NAQ-R had very good internal consistency, with a Cronbach's alpha of .90. In the current study with a Cronbach's alpha was .90 as well, suggesting excellent internal consistency reliability for the scale with this sample. According to Pallant (2010, p. 100) "values above .7 are considered acceptable, however, values above .8 are preferable. "Cronbach's alpha if item deleted" column showed that there would be no effect of removing items from the scale as any of the values in the column are higher than the final alpha" (Churchill, 1979). Because Cronbach's alpha for the NAQ-R with the present sample was rather high there was a risk that some of the items had too high correlation and therefore measured the same thing. Those items could be considered to be removed from the scale. Though, the decision to maintain all the items was taken with the purpose to compare the results from other studies which applied the same scale.

Reported internal consistency of exposure to bullying scale is shown in output from SPSS in Appendix II

Psychological distress

Current mental health was measured by General Health Questionnaire (GHQ-12), which contained 12 items (Goldberg & Williams, 1988). The scale was focused on two areas, such as the appearance of distressing experiences, and difficulty to go on with normal functions (Goldberg & Williams, 1988). GHQ-12 "was designed as a self-administered screening test for detecting minor psychiatric disorders among respondents in community settings" (Banks et al., 1980, p. 188). As mentioned by Banks et al., (1980) there are two ways of using the term "mental health": positive and negative. Positive mental health has to do with persons' "behaviors, attitudes and feelings that represent an individual's level of personal effectiveness, success and satisfaction" (Banks et al, 1980, p.187). This positive mental health should not be confused with the second use of the term, which is "associated more directly with clinical or medical usage, being defined on terms of absence of mental health" (Banks et al, 1980, p. 187). It is this second negative form which was relevant for this research.

Each of the 12 items asked whether the respondent during the last few weeks, as recommended by Hardy, Shapiro, Haynes & Rick (1999) and Sánchez-López, Dresch (2008) experienced the following symptoms or behaviors: "Lost much sleep over worry", "Felt constantly under strain", "Been losing confidence in yourself", "Been able to face up to your problems", etc. Each item had four possible response options. Responses to negative items were rated on a 4-point scale as follows: not at all, no more than usual,

rather more than usual, and more than usual. Responses to positive items were similarly rated on a 4-point scale: much more than usual, same as usual, less than usual, and much less than usual (Hardy et al. 1999). According to Baksheev, Robinson, Cosgrave, Baker, and Yung (2010, p.292) “there are several ways of scoring this measure. The two most common methods are binary ”GHO scoring” (0-0-1-1), which yields a possible score range of 0-12, and Likert scoring (0-1-2-3)”. The scoring method used in this research is “known as the Likert method, is to assign a value of 0, 1, 2, and 3 to each response category, and to take the mean of all 12 scores” (Hardy, Shapiro, Haynes & Rick, 1999, p. 161). “The score was used to generate a total score ranging from 0 to 36. High scores indicate worse health” (Hardy et al. 1999, p. 840).

Reliability

General Health Questionnaire (GHQ-12) was widely validated and found to be reliable (Hankins, 2008). Internal consistency was “reported in a range of studies using Cronbach’s alpha, with correlations ranging from .77 to .93” (Northwest Public Health Observatory). As it was observed Cronbach’s alpha value = .76 (Sánchez-López & Dresch, 2008), .89 (Hardy et al. 1999), .70 (Zulkefly & Bahadurin, 2010), and as high as .94 (Lesage, Martens-Resende, Deschamps, & Berjot, 2011). In the current study, the Cronbach alpha value = .89.

Reported internal consistency of the psychological distress scale is shown in output from SPSS in Appendix II

Social support

Social support was measured by 5 items, adopted from QPS Nordic. Social interaction included: social support from supervisor and social support from coworkers (Lindström et al. 2000). Example items included: “If needed, can you get support and help with your work from your coworkers?”, “If needed, are your coworkers willing to listen to your work-related problems?”, “Are your work achievements appreciated by your immediate superior”, “If needed can you get support and help with your work from your immediate superior?” etc. A 1-5 response scale was used where 1 = “very seldom or never” and 5 = “very often, or always”. Originally, the scale contained 8 items, including two items about social support from your spouse and friends, as well as one item “Have you noticed any disturbing conflicts between co-workers?” These three items were not included into the scale of this research as they were not relevant to the research.

Reliability

According to Lindström et al. (2000), 8 items social support scale had good internal consistency, with a Cronbach alpha of .83 (support from supervisor), .80 (support from coworkers), and .75 (support from friends and family). Cronbach alpha value for social support scale (both support from supervisor and support from coworkers) in this research was .87, suggesting very good internal consistency reliability with this sample.

Reported internal consistency of the social support scale is shown in output from SPSS in Appendix II

Work engagement

Work engagement was measured by four items adopted from the study of Little, Simmons & Nelson (2007). Example items included: “How I do my job matters a great

deal to me", "I feel responsible for my job performance, and "how I do in my job influences how I feel". All items were measured using a five-point Likert-type scale with responses ranging from 1 (strongly disagree) to 5 (strongly agree).

Reliability

Cronbach alpha value for engagement scale was .79, suggesting good internal consistency reliability with this sample. As Pallant (2010, p.97) mentioned "with short scales (e.g. scales with fewer than 10 items) it is common to find quite low Cronbach values (e.g. .5)". As "alpha if item deleted" shows there would be no contribution to the total Cronbach's alpha from removing any of four items. Original scale to measure engagement applied by Britt, Adler & Bartone (2001) included six items with Cronbach alpha = .91. In the present study only four items was used and therefore internal consistency reliability could not be compared to the above mentioned study.

Reported internal consistency of the work engagement scale is shown in output from SPSS in Appendix II

Factor structure

The four items of work engagement scale (Little, et al., 2007) were subjected to principal component analysis (PCA) using SPSS version 21. Prior to performing PCA, it was checked whether data was suitable for factor analysis. Correlation matrix showed that all the coefficients were of .3 and above. Supporting the factorability of the correlation matrix, the Keise-Meyer-Olkin value was .7, exceeding the recommended value of .6 and Bartlett's Test of Sphericity reached statistical significance, as recommended by Pallant (2010).

Principal component analysis revealed the presence of one component with eigenvalue of 1, explaining 63.6% of the variance respectively. Scree plot revealed a clear break after the first component, supporting the idea of one component. The factor was aimed at representing the "degree to which doing well on the job matters and the level of felt responsibility and commitment to the job" (Britt et al., 2001).

Absenteeism and turnover intention

Absenteeism was measured by a single question: "How many days have you been off work due to work-related stress within the last 6 months?" Participants were given the following alternatives: no days off, one to three days, four to ten, eleven to twenty days, and more than twenty days.

Turnover intention was measured by two items "It is likely that I will apply for a different job within next year" (Hauge et al, 2010) and "It is likely that I will leave UIS for another job within the next year", which was added by the author of this paper in order to differentiate between intention to leave organization, and intention to change the position within the organization. The items were measured using a five-point Likert-type scale with responses ranging from 1 (strongly disagree) to 5 (strongly agree).

Reliability

"The use of single item measures has been argued to be appropriate if the item reflects a homogenous and unidirectional construct". (Hauge et al., 2010, p.431). Though, the issue of social desirability may have an influence on the amount of days reported, with most respondents reporting very few or none days of absence from work (Hauge et al.,

2010). As advised by Hauge et al. (2010) more information on single-item reliability can be obtained from Wanous and Hudy (2001).

4.5 Statistical Analysis

Statistical analyses were carried out using SPSS version 21. Descriptive statistics and Excel 2010 were carried out for the prevalence and forms of bullying. Inferential statistics was used to examine the relationships between variables and differences among groups. Correlation and regression analyses were carried out to examine the relationship between the variables. T-tests and one-way analyses of variance (ANOVA) were applied to examine the association between bullying and the socio-demographic/work situation variables. A level of .05 was considered statistically significant.

CHAPTER FIVE

Results

Prevalence of bullying

Bullying criteria, developed by Leymann (1996), based on behavioral approach of at least one negative act “at least once a week” during the past six months was applied in this research. According to this criterion 35 respondents or 16.6 % were reported being bullied at least once per week, these could be classified as victims. At the same time 179 respondents or 84.8 % experienced bullying now and then. As many as 11 employees or 5.2 % experienced bullying daily. Finally, 32 participants or 15.2% reported never experiencing bullying.

Bullying was reported most prevalent among professors (the mean score was 30.0, S.D. = 9.4, followed by administrative position (the mean score was 28.8, S.D. = 7.9), assistant professor (the mean score was 28.4, S. D. = 6.6), and associate professor (the mean score was 27.9, S.D. = 5.8). The smallest prevalence of bullying was among researchers (the mean score was 25.7, S.D. = 4.4) respectively.

Forms of bullying

The most commonly reported negative acts experienced by employees were: "Someone withholding information which affects your performance" with 38.9% experiencing it now and then and 6.6% weekly, "Being exposed to an unmanageable workload" with 41.7 % experiencing it now and then and 2.8% weekly, "Having your options ignored"(44.1% now and then, .9% weekly), "Being ordered to do work below your level of competence"(29.4% now and then, 3.9% weekly), and "Being given tasks with unreasonable deadlines" (36.0% now and then, .5% weekly). Negative behaviors experienced less frequent were: "Threats of violence or physical abuse or actual abuse" with 1.4% (3 respondents) experiencing it now and then, "Hints or signals from others that you should quit your job" with 6.2% experiencing it now and then and .6% monthly, "Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way" with 7.6% experiencing it now and then and .5% weekly, and finally "Practical jokes carried out by people you don't get along with" with 5.2% experiencing it now and then and .5% weekly.

Exposure to bullying and psychological distress

The relationship between exposure to bullying measured by NAQ-R (Einarsen, Hoel and Notelaers, 2009) and psychological distress measured by GHQ12 (Goldberg &

Williams, 1988) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed (by generating scatterplot) to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a strong, positive correlation between the two variables, r = .53, n = 211, p < .0005, with high levels of perceived bullying associated with high levels of psychological distress. As classified by Cohen and (cited in Pallant, 2010, p.134) the strength of relationships between variables is as follows "small r =.10 to .29, medium r = .30 to .49, and large r = .50 to 1.0.

The amount of shared variance is calculated as follows: perceived exposure to bullying and psychological distress correlate r = .53 share .53*.53 = .2809 = 28.09 per cent shared variance. Exposure to bullying helps to explain 28 per cent of the variance in respondents' scores on GHQ12.

Reported correlation between exposure to bullying and psychological distress is shown in Table 1

Table 1
Pearson Product-moment Correlation Between Measures of Exposure to Bullying and Psychological Distress

Scale	**1**	**2**
1. Total bullying	-	.537**
2. Total distress		-

N = 211

**. Correlation is significant at the 0.01 level (2-tailed).

Simple Linear Regression was used to evaluate how much of the variance in Psychological Distress was explained by Exposure to bullying. Preliminary analysis was conducted to ensure no violation of the assumptions of linearity, normality, and homoscedasticity (Tabachnick & Fidell, 2007). Total variance explained by exposure to

bullying was 28.8% F (2, 209) = 84.35, p < .001. B value = .405, p < .001. Reported results of Simple Linear Regression are shown in Table 2

Table 2

Predictor of Total distress

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.537a	.288	.285	4.55821

a. Predictors: (Constant), total bullying
b. Dependent Variable: Total distress

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.310	1.288		.241	.810
	Total bullying	.405	.044	.537	9.205	.000

a. Dependent Variable: Total distress

Exposure to bullying and turnover intentions, transfers within the same organization, absenteeism, and work engagement

The relationship between bullying and intention to leave UIS for another job within the next year was investigated using Pearson product-moment correlation. There was a small positive correlation between the two variables, r = .147, n = 211, p < 0.05, with high levels of perceived bullying associated with a stronger indication of intention to leave UIS. The amount of shared variance is calculated as follows: perceived exposure to bullying and intention to leave UIS for another job correlate r = .147 share .147*.147 = 0.022 = 2.1 per cent shared variance. Exposure to bullying helps to explain 2.1 per cent of the variance in respondents' scores on intention to leave UIS for another job within the next year.

On the other hand there was no significant correlation between bullying and transfers within the same organization ("It is likely that I will apply for a different position

at UIS within the next year"), p > 0.05. No significant correlation was observed neither between bullying, and absenteeism, p > 0.05, nor between bullying and work engagement, p > 0.05. Reported results of Pearson product-moment Correlation between variables are shown in Table 3

Table 3

Pearson Product-moment Correlation Between Measures of Exposure to Bullying and Organizational Outcomes

Scale	1	2	3	4	5
1. Total bullying	-	-.128	.147*	-.009	-.071
2. It is likely that I will apply for a different position at UIS within the next year		-	.343**	.080	-.021
3. It is likely that I will leave UIS for another job within the next year			-	.220**	-.204**
4. How many days have you been off work due to work-related stress within the last 6 months?				-	.117
5. Total engagement					-

N =211

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Difference in scores on GHQ12 (General Health Questionnaire) for bullied and not bullied individuals

Independent sample t-test was conducted to compare the score on GHQ12 (General Health Questionnaire) scale for the participants who are classified as bullied and not. The prevalence of bullying was measured according to the definition of at least one negative act "at least once a week" during the past six months (Einarsen et al, 2009). There was a statistically significant difference in scores between 2 groups. Not bullied (M = 11.1, SD = 4.8) and bullied (M = 15.2, SD = 6.6; t (41.425) = -3.529, p = .001, two-tailed. The magnitude of the difference in the means (mean difference = -4.17% *CI*: -6.5 to 1.7). Eta squared was calculated by the formula provided by Pallant (2010):

Eta squared = $\frac{t^2}{t^2+(N1+N2-2)}$ and equals 0.055, indicating closer to moderate effect. For interpreting this value the following classification was used: .01 = small effect, .06 = moderate effect, .14 = large effect, as proposed by Cohen and (cited in Pallant, 2010). Expressed as a percentage, 5.5% of the variance in psychological distress is explained by bullying.

Relationship between exposure to bullying and social support

The relationship between exposure to bullying (as measured by NAQ-R) and Social Support (as measured by QPS Nordic) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed (by generating scatterplot) to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a small, negative correlation between the two variables, r = -.14, n = 211, p < .005, with high levels of perceived bullying associated with low levels of social support. Table 4 provides these results. Reported results of Pearson product-moment Correlation between exposure to bullying and social support are shown in Table 4.

Table 4
Pearson Product-Moment Correlation Between Exposure to Bullying and Social Support

Scale	**1**	**2**
1. Total bullying	-	-.143*
2. Totsupport		-

*. Correlation is significant at the 0.05 level (2-tailed).

The amount of shared variance is calculated as follows: perceived exposure to bullying and social support correlate r = -.14 share .14 *.14 =0.0196 = 1.96 per cent shared variance. Social support helps to explain 1.96 per cent of the variance in respondents' scores on exposure to bullying.

The results of correlations between exposure to bullying, psychological distress, social support, work engagement, absenteeism, and turnover intentions are shown in output from SPSS in Appendix III

Investigating socio-demographic/work situation factors

The mean scores of two different groups of people (males/females, and those who hold leadership position/not) on exposure to bullying (dependent variable) was examined by applying t-test.

An independent sample t-test was conducted to compare the score on Negative Act Questionnaire –Reversed for males and females. There was no significant difference in scores for males (M = 28.4, SD = 7.4) and females (M = 28.3, SD = 6.9; t (209) = .131, p = .89, two-tailed. The magnitude of the difference in the means (mean difference = .13, 95% *CI*: -1.83 to 2.09) was very small (eta squared < 0.000, which is less than .01).

In order to test whether employees in subordinate positions do not perceive higher levels of bullying than employees in leadership positions an independent sample t-test was conducted. It compare the score on Negative Act Questionnaire – Reversed for employees with without leadership position. There was no significant difference in scores for employees in leadership position (M = 27.9, SD = 7.4) and employees who were not in leadership positions (M = 28.5, SD = 7.1; t (209) = -434, p = .66, two-tailed. The magnitude of the difference in the means (mean difference = -55% *CI*: -3.05 to 1.95. Eta squared = 0.0009.

Reported results of T-test are shown in SPSS output in Appendix IV

Further, to examine the difference in perceived bullying among employees with different socio-demographic / work situation factors one-way analysis of variance (ANOVA) was carried out. Such factors as age, and number of years working at UIS were addressed. ANOVA, according to Pallant (2010) is used to compare mean scores of more than two groups.

In order to check the hypothesis that younger (< = 37) and older (57+) groups of employees perceive higher level of bullying than their coworkers one-way analysis of variance was carried out. Continuous (independent) variable age was collapsed into 4 groups. Group 1< = 37, group 2 from 38-47, group 3 from 48-56, and group 4 -57+. After caring out ANOVA it was observed that there was no significant difference ($p > .05$) on the mean scores on bullying for different groups.

And finally, to investigate whether employees who were working longer in the university perceived more frequent exposure to bullying than employees with shorter period of employment continuous (independent) variable such as number of years working at UIS was collapsed into 4 groups. Group 1 was < = 2 years, group 2 was 3-6 years, group 3 was 7-15 years and group 4 was 16+. There was no significant difference ($p > .05$) on the mean scores on exposure to bullying (dependent variable) for the four groups.

To summarize there was not observed significant difference in the mean scores for gender, hierarchical status, age, and work experience.

Reported results of ANOVA are shown in SPSS output in Appendix IV

CHAPTER SIX

Discussion and methodological limitations

6.1 Discussion

This research paper aimed at broadening the understanding of forms and prevalence of workplace bullying in a Norwegian university context. It managed to represent that bullying is a problem among Norwegian university employees, by examining such individual outcomes of bullying like psychological distress, absenteeism, job engagement, turnover intention, and transfers within the same organization. This approach was recommended by Einarsen (2000) in his theoretical framework for the study of bullying and harassment at work.

In the present study the researcher used bullying criteria developed by Leymann (1996) which is based on behavioral approach of at least one negative act “at least once a week” during the past six months. This criteria was previously applied by Einarsen et al.(2009) and Nielsen et al. (2009). Thirty five respondents or 16.6 % were reported being bullied at least once per week. According to the above mentioned criteria they can be classified as victims. These findings are in line with Zabrodska & Kveton (2012) and Nielsen et al. (2009). In the study of prevalence of workplace bullying in Norway Nielsen et al. (2009) had a similar number of 14.3% of the sample (N = 2539) classified as targets of bullying. The number of bullying victims among University employees in the Czech Republic (N = 1533) was 13.6 % (Zabrodska & Kveton, 2012), which was just slightly lower than the number from this research. It is important to mention that the two above

mentioned studies used the same scale to measure exposure to bullying (NAQ-R) and therefore it was possible to compare results.

The most prevalent forms of workplace bullying reported in this research were: "Someone withholding information which affects your performance" with 38.9% experiencing it now and then and 6.6% weekly, "Being exposed to an unmanageable workload" with 41.7 % experiencing it now and then and 2.8% weekly, "Having your options ignored" with 44.1% experiencing now and then and .9% weekly. Among other less frequently experienced forms of bullying reported were: "Being ordered to do work below your level of competence" (29.4% now and then, 3.9% weekly), and "Being given tasks with unreasonable deadlines" (36.0% now and then, .5% weekly). Table 5 presents the frequency of most prevalent forms of workplace bullying.

Table 5 The most prevalent forms of workplace bullying reported in this research

Forms of bullying	Frequency	
	Now and then	Weekly
Someone withholding information which affects your performance	38.9%	6.6%
Being exposed to an unmanageable workload	41.7 %	2.8%
Having your options ignored	44.1%	.9%
Being ordered to do work below your level of competence	29.4%	3.9%
Being given tasks with unreasonable deadlines	36.0%	.5%

These findings are in line with Nielsen et al. (2009) who reported "Being ordered to do work below your level of competence" (49%), "Someone withholding necessary information affecting your performance" (45.3%), and "Neglect of your opinion and views" (33%). Negative behavior experienced by the respondents less frequently was: "Threats of violence or physical abuse or actual abuse" with 1.4% (3 respondents) experiencing it now and then. These results were rather similar to the findings of Neilsen et

al. (2009), who reported “Being exposed to physical abuse or threats of physical abuse “ was the least prevalent act (2.6%). Zabrodska and Kveton (2012) had also similar findings. Most of the bullying behaviors experienced by university employees from the Czech Republic were related to work. The participants experienced most frequently such forms of bullying as “to do work below their level of competence”, “having their options ignored”, and “being exposed to unmanageable work load” (Zabrodska & Kveton, 2012). According to Keshly and Neuman (2010, p.53), the reason of such behavior could be linked to “the critical importance placed in academia on one’s accomplishments, intellectual rigor, and reputation”. The authors further discussed that “if one wished to harm someone in this context, then behaviors designed to undermine their professional standing, authority, and competence, or impede access to key resources for their work (such as money, space, time, or access to strong students), may be the weapon of choice” (Keashly and Neuman, 2010, p. 53).

As for the personal outcomes of bullying, the findings showed that there was a strong, positive correlation between bullying and psychological distress ($r = .53$, $p < .0005$), with high levels of perceived bullying associated with high levels of psychological distress. Perceived exposure to bullying explained also 28 per cent of the variance in respondents’ scores on General Health Questionnaire (GHQ12). These findings were in line with Björkqvist et al, (1994) and Hauge et al, (2010) among others. Findings from this research confirmed bullying to be one of the main five categories of stress at work as presented in the model of Cooper and Marshall (1976). In keeping with previous research (Agervold & Mikkelsen, 2004; Björkqvist et al. 1994; Hauge et al. 2010) the results of this study showed that employees who were exposed to bullying reported more psychological

distress than their non-bullied colleagues. Independent sample t-test was conducted to compare the score on GHQ12 (General Health Questionnaire) scale for the participants who are classified as bullied and not. The prevalence of bullying was measured according to the definition of at least one negative act “at least once a week” during the past six months (Einarsen et al, 2009). There was a statistically significant difference in scores 2 groups. The findings showed that 5.5% of the variance in psychological distress was explained by bullying. Hauge et al. (2010) also discovered that workplace bullying was a potent stressor for anxiety and depression. Bullying contributed 10% of the variance in depression, and 6% in anxiety.

As for the absenteeism in relation to bullying, there was no significant correlation between the two variables. This result did not support offered hypothesis about positive correlation between bullying and absenteeism. Previous research managed to present only week relationship between bullying and absenteeism (Einarse, Hoel, Zapf, & Cooper, 2003). For example, Hauge et al, (2010) discovered that for absenteeism, bullying reached statistical significance. Their results seemed to be in line with Agervold & Mikkelsen (2004) who discovered that employees who are exposed to bullying take more sick leaves in comparison to non-bullied employees. The present study did not support that. As for this study, self- report measures of absenteeism could be influenced by social desirability bias “with more respondents reporting none or only a few days of absence from work” (Hauge et al, 2010, p. 431).

Although, it was observed that bullying was significantly correlated with employee’s intention to leave the institution for another job ($r = .147$, $p < 0.05$). Exposure to bullying helped to explain 2.1 per cent of the variance in respondents’ scores on

intention to leave UIS for another job within the next year. These findings supported the hypothesis that there is positive relationship between bullying and intention to leave. This finding was in line with Hauge et al. (2010) who discovered that bullying contributed around 1% of explained variance in turnover intention, while in this study similar number of 2.1% was discovered.

This study presented that bullying in the context of university is related to social support, which is one of the aspects of the work environment. There was a small, negative correlation between the two variables ($r = -.14$, $p < .005$), with high levels of perceived bullying associated with low levels of social support. In short, being bullied seemed to have an impact on social support in university setting. Einarsen et al. (1994, p.397) concluded that the explanation of these findings may be found both in the unique characteristics of "organizational settings and in the nature of work involved". This confirmed the hypothesis offered that social support may be of importance in occupations where employees have some dialog with their supervisor or with each other, in comparison to occupations where people work with machinery (Persson et al., 2009).

The opposite to the hypothesis presented in this research, socio-demographic and work situation factors were demonstrated not to be important in bullying process. Socio-demographic factors such as gender and age seemed not to be related to bullying. As for gender, the results were consistent with the study of Zabrodska and Kveton (2012) who found no significant difference in experience of bullying between women and men. This research is also in tact with Norwegian study of Einarsen and Skogstad (2006), who reported no difference in victimization rate between to sexes. On the other hand, the study of Moreno-Jiménez et al. (2008) reported significant effect for gender, with women

experiencing significantly more bullying then men. Similar results came from the study of Björkqvist et al. (1994) conducted among University employees. Their findings showed that females experienced significantly more harassment then males. It is important to mention that all this studies were conducted in different cultural context, with different measurement instruments of bullying. As for this research, no significant difference in bullying experience among Norwegian employees could be explained by gender equality in Norwegian occupational context, as discussed by Bygnes (2010) and by Norwegian Gender Equality Act (1987).

No significant difference was found with respect to the age of employees, who were divided into four groups. This finding is in line with Moreno-Jiménez et al (2008) and Zabrodska and Kveton (2012) in self-labeling approach they reported. Though, their study showed significant difference in bullying among the two groups of employees in their twenties and sixties when analyzed based on exposure to 22 negative acts. As for the Norwegian university context, antidiscrimination act which implies prohibition against age discrimination may play a role in the results of this research. The findings did not manage to support the idea of Einarsen & Skogstad (1996) as for more bullying experiences among older employees. Work experience did not show significant difference in the mean score on bullying experience among the groups. The findings did not support the study of Moreno-Jiménez et al. (2008) who found statistically significant difference between four groups of employees. Their results showed that most experienced employees reported significantly less bullying then their less experienced colleagues. This research is, though, in line with Zabrodska and Kveton (2012) who found no significant difference between two groups of employees with respect to length of employment. Finally, hierarchical status hypothesis

was confirmed in this study. It was in line with Moreno-Jiménez et al. (2008). Hierarchical status did not seem to matter in relation to experience of bullying behaviors at work. What was in this research may be related to flat organizational culture in Norwegian organizations. On considering the results, it can be observed that socio-demographic and work situation factors are not relevant for understanding bullying process at work. As stated by Moreno-Jiménez et al, (2008, p.104) “bullying occurs in an interactive social system, not as an isolated phenomenon, and should therefore be considered from a psychosocial perspective: it cannot be understood unless it is related to the organizational structure from which it derives”. Therefore, it is possible that work environment of this educational establishment does not provide examined conditions for bullying. Personality traits of the perpetrator and the victim could be contributing to bullying experience and could be studied in combination with socio-demographic and work situation variables.

This study supported the hypothesis, and confirmed previous research findings, which have demonstrated that bullied employees reported a higher level of stress-related symptoms, then non-bullied employees. However, the results did not prove support for the hypotheses that socio-demographic factors affect the likelihood of becoming a victim. Meanwhile, socio-demographic factors and work situation remain contradictory and therefore further research on the topic is needed.

6.2 Methodological limitation

The present research has a number of possible limitations. First, the generalizability of the results may be limited. This is because the data was gathered only from one university. Still, there is a possibility to suppose that this university was similar to the other

universities in Norway. Second, the findings of the present study should be interpreted with caution because data gathering technique used in this research was reliant on self-report data. Furthermore, the response rate to the research was relatively low, though rather common for this field of study. It could be due to the sensitive topic, as also mentioned in similar research by Björkqvist et al, (1994). Even the question of anonymity and confidentiality was reassured it could still be an issue for many respondents. According to Babbie (2010, p.272) “overall response rate is one guide to the representativeness of the sample respondents. If a high response rate is achieved, there is less chance of significant non-response bias than with a low rate”. From this followed, that “a low response rate is a danger signal, because the non-respondents are likely to differ from the respondents in ways other than just their willingness to participate in the survey” (Babbie, 2010, p. 272). It was also discussed by McKay et al. (2008) that in voluntary surveys, the respondents could be those who had experienced more bullying. McKay et al. (2008) explained this by the need of the “bullied” ones to share their experience. Self-elected sample is not therefore representative to employees from other universities in Norway.

As this study was based on questionnaire, there are some other clear limitations to mention. First, it is difficult to confirm that the imbalance of power criterion was satisfied, since no definition of workplace bullying was given to participants (Cowie, Naylor, Rivers, Smith & Pereira, 2002). It is possible that the respondents had difficulties to recreate the events regarding absenteeism, bullying behaviors and so on for period of 6 month. It was discussed by Neuman (2014) that respondents have different ability to recall past events, moreover recall ability declines quickly over time. This study was based largely on correlations. Therefore it is necessary to mention that correlation explores the relationships

between variables but does not indicate that one variable causes the other (Pallant, 2010). There is always a possibility of a third variable influencing the relationship between two variables. However, despite the limitations outlined above, this research gave important insights into the general nature of bullying and its consequences.

6.3 Theoretical and practical implications, and future research

The present study demonstrated that workplace bullying was related to individual outcomes, both related to work and to well-being of individuals. The model of work related stress presented by Cooper and Marshall (1976) and further developed by Rayner and Hoel (1997) seemed to be linked to workplace bullying. The theory of stress (Karasek & Theorel, 1990) managed to relate stressful working conditions (bullying) to psychological distress and to some individual outcomes related to work. Given that the most frequent forms of bullying were work-related, work environment model should deserve more attention. This is in line with Einarsen et al. (1994). However, the results did not prove support for the hypothesis that socio-demographic factors affect the likelihood of becoming a victim. Meanwhile, socio-demographic factors and work situation factors remain contradictory and therefore further research on the topic is needed.

The following practical implications for the university could be suggested. Confirming previous research, workplace bullying was reported to be related to stress. The necessity of universities to protect their employees would come firstly. This could be reached by means of creating awareness among supervisors and employees of possible forms of work-related bullying, its consequences, and norms of appropriate behavior. It was though argued by McKay et al. (2008) that bullying at work would not be solved by

particular policy, regulations or guidelines. This could make sense, given that Norwegian Work Environment Act (2012) would imply bullying free workplace. Supporting the idea of McKay et al. (2008) it is suggested that policies within the university could be used to motivate employees to more positive social interaction, by creating organizational culture based on respect among employees.

This study addressed some important issues in this "relatively new area of study" (Agervold & Mikkelse, 2004, p.336). The relationships between workplace bullying and its individual outcomes were examined. Further research could concentrate more on experimental designs in order to be able to make causal inferences. More research on work environmental hypothesis which uses representative samples and avoid self-report data would be of a value. Future research could concentrate on particular working places with their significant and unique environments and organizational culture. As for socio-demographic and work situation factors, those have to be studied further, given that too many studies yield controversial results. It may be useful to look at socio-demographic factors while controlling for personality traits.

CONCLUSION

The present study gave insight into the workplace bullying in Norwegian university. It demonstrated that workplace bullying was related to individual outcomes of the employees. In particular, this research confirmed the hypothesis and the results of previous studies, which demonstrated that workplace bullying was significantly related to stress at work. The paper showed correlation between bullying and social support, giving the idea of importance of strong social relations among employees and supervisors. Bullying was also

significantly correlated with employees' turnover intention, confirming offered hypotheses. Though, no significant relationship between bullying and work engagement, absenteeism and transfers within the same organization was observed, one should not underestimate the importance of such outcomes. The results obtained here could be influenced by a number of factors outlined above. Therefore, this study could be useful in improving the work environment in university setting. Despite the previously mentioned limitations, this research gave important insights into the general nature of bullying in university and its consequences.

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APPENDIX I
Survey on bullying at work and stress

On the following pages you will find questions and statements about you, your work and the organization where you work.

The purpose of this questionnaire is to collect the information for the Master Thesis, which can be used to improve the work environment.

Please, take your time to answer. Answers to most of the questions are given by selecting the alternative which best describes your option.

* Required

A. PERSONAL BACKGROUND

Here we are interested to learn more about you and your job.

Please, select the alternative that fits you best.

A1 Year of birth *
Please select from the list below.
2000 ▼

A2 Gender *
Please,select
- Male
- Female

A3 How long have you been working at UIS? *
Please select from the list below.
Less than 1 year ▼

A4 What kind of employment contract you have at UIS? *

Please select,

- ○ Permanent
- ○ Temporary

A5 What is Your current position? *

- ○ PhD Candidate
- ○ Assistant professor
- ○ Associate professor
- ○ Professor
- ○ Administrative position
- ○ Other:

A6 Is your job at UIS a leadership position? *

- ◉ Yes
- ○ No

Continue »

Survey on bullying at work and stress

* Required

B. Negative behaviors and conflicts at the workplace

Below are examples of what we call negative behavior at the workplace.

Please, select the alternative that fits your situation best.

In you work, how often (during the last 6 months) have you experienced that…

B1 Someone withholding information which affects your performance *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B2 Being humiliated or ridiculed in connection with your work *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B3 Being ordered to do work below your level of competence *

- Never

- Now and then
- Monthly
- Weekly
- Daily

B4 Having key areas of responsibility removed or replaced with more trivi or unpleasant tasks *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B5 Spreading of gossip and rumors about you *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B6 Being ignored or excluded *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B7 Having insulting or offensive remarks made about your person, attitude or your private life *

- Never

- Now and then
- Monthly
- Weekly
- Daily

B8 Being shouted at or being the target of spontaneous anger *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B9 Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B10 Hints or signals from others that you should quit your job *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B11 Repeated reminders of your errors or mistakes *

- Never

- Now and then
- Monthly
- Weekly
- Daily

B12 Being ignored or facing a hostile reaction when you approach *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B13 Persistent criticisms of your errors or mistakes *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B14 Having your options ignored *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B15 Practical jokes carried out by people you don't get along with *

- Never
- Now and then

- Monthly
- Weekly
- Daily

B16 Being given tasks with unreasonable deadlines *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B17 Having allegations made against you *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B18 Excessive monitoring of your work *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B19 Pressure not to claim something to which by right you are entitled (e. sick leave, holiday entitlement, travel expenses) *

- Never
- Now and then

- Monthly
- Weekly
- Daily

B20 Being the subject of excessive teasing and sarcasm *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B21 Being exposed to an unmanageable workload *

- Never
- Now and then
- Monthly
- Weekly
- Daily

B22 Threats of violence or physical abuse or actual abuse *

- Never
- Now and then
- Monthly
- Weekly
- Daily

« Back Continue »

Survey on bullying at work and stress

* Required

C. Work engagement

Here we would like to know how engaged you are with your work

Please select the number that reflects how much you agree with the statements where 1 is strongly disagree and 5 is strongly agree.

C1 I feel responsible for my job performance *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

C2 How I do in my job influences how I feel *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

C3 How I do in my job matters a great deal to me *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

C4 I feel obligated to perform well in my job *

1	2	3	4	5

Strongly disagree ○ ○ ○ ○ ○ Strongly agree

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Survey on bullying at work and stress

* Required

D. Your feelings

Now we are interested in how you feel. Not just today, but during the last few weeks.

Please, select the alternavive that describes your situation best.

Have you recently...

D1 Been able to concentrate on whatever you are doing *

- Much more than usual
- same as usual
- less than usual
- much less than usual

D2 Lost much sleep over worry *

- not at all
- no more than usual
- rather more than usual
- more than usual

D3 Felt that you are playing a useful part in things *

- much more than usual
- same as usual
- less than usual

- much less than usual

D4 Felt capabale of making decisions about things *

- much more than usual
- same as usual
- less than usual
- much less than usual

D5 Felt constantly under strain *

- not at all
- no more than usual
- rather more than usual
- more than usual

D6 Felt you could not overcome your difficulties *

- not at all
- no more than usual
- rather more than usual
- more than usual

D7 Been able to enjoy your normal day to day activities *

- much more than usual
- same as usual
- less than usual
- much less than usual

D8 Been able to face up to your problems *

- much more than usual
- same as usual

- less than usual
- much less than usual

D9 Been feeling unhappy and depressed *

- not at all
- no more than usual
- rather more than usual
- more than usual

D10 Been loosing confidence in yourself *

- not at all
- no more than usual
- rather more than usual
- more than usual

D11 Been thinking of yourself as a worthless person *

- not at all
- no more than usual
- rather more than usual
- more than usual

D12 Been feeling reasonably happy, all things considered *

- much more than usual
- same as usual
- less than usual
- much less than usual

« Back Continue »

Survey on bullying at work and stress

* Required

E. Your social interactions

We would like to know a little bit more about your social interactions

Please, select the alternative that fits your situation best

E1 If needed, can you get support and help with your work from your co-workers? *

- very seldom or never
- rather seldom
- sometimes
- rather often
- very often or always

E2 If needed, can you get support and help with your work from your immediate superior? *

- very seldom or never
- rather seldom
- sometimes
- rather often
- very often or always

E3 If needed, are your co-workers willing to listen to your work-related problems? *

- very seldom or never
- rather seldom
- sometimes
- rather often
- very often or always

E4 If needed, is your immediate superior willing to listen to your work-related problems? *

- very seldom or never
- rather seldom
- sometimes
- rather often
- very often or always

E5 If needed, can you talk with your friends about your work-related problems? *

- very seldom or never
- rather seldom
- sometimes
- rather often
- very often or always

E6 If needed, can you talk with your spouse or any other close person about your work-related problems? *

- very seldom or never
- rather seldom
- sometimes
- rather often
- very often or always

E7 Are your work achievements appreciated by your immediate superior?

- very seldom or never
- rather seldom
- sometimes
- rather often
- very often or always

E8 Have you noticed any disturbing conflicts between co-workers? *

- very seldom or never
- rather seldom
- sometimes
- rather often
- very often or always

« Back Continue »

Survey on bullying at work and stress

* Required

F. Absenteeism

F1 How many days have you been off work due to work-related stress within the last 6 months? *

Please, select the alternative that fits your situation best

- No days off
- One to three days
- Four to ten days
- Eleven to twenty days
- More than twenty days

« Back Continue »

Survey on bullying at work and stress

* Required

G. Turnover intention

G1 It is likely that I will apply for a different job within the next year *
Please select the number that reflects how much you agree with the statements where 1 is strongly disagree and 5 is strongly agree.

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

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Survey on bullying at work and stress

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Survey on bullying at work and stress

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APPENDIX II

Reliability

Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: BULLYING

Case Processing Summary

		N	%
Cases	Valid	211	100.0
	Excluded[a]	0	.0
	Total	211	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.901	.908	22

Item Statistics

	Mean	Std. Deviation	N
B1.Someone withholding information which affects your performance	1.70	.873	211
B2.Being humiliated or ridiculed in connection with your work	1.29	.551	211
B3.Being ordered to do work below your level of competence	1.59	.897	211
B4.Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	1.27	.578	211
B5.Spreading of gossip and rumors about you	1.28	.528	211
B6.Being ignored or excluded	1.47	.800	211
B7.Having insulting or offensive remarks made about your person, attitudes or your private life	1.20	.456	211
B8.Being shouted at or being the target of spontaneous anger	1.28	.490	211
B9.Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way	1.09	.333	211
B10.Hints or signals from others that you should quit your job	1.08	.306	211
B11.Repeated reminders of your errors or mistakes	1.18	.435	211
B12.Being ignored or facing a hostile reaction when you approach	1.30	.618	211
B13.Persistent criticisms of your errors or mistakes	1.12	.329	211
B14.Having your options ignored	1.58	.674	211
B15.Practical jokes carried out by people you don't get along with	1.11	.464	211
B16.Being given tasks with unreasonable deadlines	1.49	.628	211
B17.Having allegations made against you	1.16	.439	211
B18.Excessive monitoring of your work	1.22	.543	211
B19.Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expenses)	1.14	.453	211
B20.Being the subject of excessive teasing and sarcasm	1.12	.414	211
B21.Being exposed to an unmanageable workload	1.70	.879	211
B22.Threats of violence or physical abuse or actual abuse	1.01	.119	211

nter-Item Correlation Matrix

	B1.	B2.	B3.	B4.	B5.	B6.	B7.	B8.	B9.	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22
B1.	1.000	.549	.243	.456	.502	.617	.270	.363	.273	.215	.246	.448	.294	.508	.166	.232	.449	.349	.261	.217	.324	.133
B2.	.549	1.000	.314	.463	.567	.614	.486	.417	.426	.226	.308	.552	.429	.486	.315	.175	.590	.389	.066	.368	.290	.154
B3.	.243	.314	1.000	.367	.224	.218	.248	.382	.204	.139	.294	.232	.237	.226	.170	.291	.302	.390	.211	.337	.272	.055
B4.	.456	.463	.367	1.000	.496	.482	.334	.366	.341	.278	.289	.436	.297	.369	.185	.232	.406	.385	.128	.301	.275	.012
B5.	.502	.567	.224	.496	1.000	.567	.480	.469	.344	.184	.251	.371	.266	.504	.355	.290	.565	.434	.157	.414	.304	.164
B6.	.617	.614	.218	.482	.567	1.000	.461	.368	.395	.253	.297	.563	.358	.665	.343	.300	.583	.454	.215	.420	.376	.030
B7.	.270	.486	.248	.334	.480	.461	1.000	.453	.352	.226	.270	.346	.311	.427	.477	.291	.529	.362	.074	.581	.268	.035
B8.	.363	.417	.382	.366	.469	.368	.453	1.000	.399	.294	.448	.336	.405	.427	.341	.251	.519	.431	.126	.446	.316	.177
B9.	.273	.426	.204	.341	.344	.395	.352	.399	1.000	.209	.213	.308	.289	.274	.334	.199	.356	.259	.170	.371	.174	.088
B10.	.215	.226	.139	.278	.184	.253	.226	.294	.209	1.000	.317	.275	.326	.210	.237	.141	.328	.410	.126	.225	.267	.100
B11.	.246	.308	.294	.289	.251	.297	.270	.448	.213	.317	1.000	.343	.571	.443	.155	.156	.267	.433	.112	.168	.319	-.051
B12.	.448	.552	.232	.436	.371	.563	.346	.336	.308	.275	.343	1.000	.403	.358	.379	.138	.418	.401	.125	.345	.139	.072
B13.	.294	.429	.237	.297	.266	.358	.311	.405	.289	.326	.571	.403	1.000	.447	.157	.191	.487	.381	.173	.172	.341	-.045
B14.	.508	.486	.226	.369	.504	.665	.427	.427	.274	.210	.443	.358	.447	1.000	.259	.349	.453	.367	.142	.297	.408	.075
B15.	.166	.315	.170	.185	.355	.343	.477	.341	.334	.237	.155	.379	.157	.259	1.000	.299	.400	.449	.220	.697	.189	.143
B16.	.232	.175	.291	.232	.290	.300	.291	.251	.199	.141	.156	.138	.191	.349	.299	1.000	.266	.259	.199	.253	.507	.034
B17.	.449	.590	.302	.406	.565	.583	.529	.519	.356	.328	.267	.418	.487	.453	.400	.266	1.000	.471	.128	.549	.347	.139
B18.	.349	.389	.390	.385	.434	.454	.362	.431	.259	.410	.433	.401	.381	.367	.449	.259	.471	1.000	.323	.435	.257	.026
B19.	.261	.066	.211	.128	.157	.215	.074	.126	.170	.126	.112	.125	.173	.142	.220	.199	.128	.323	1.000	.243	.187	-.037
B20.	.217	.368	.337	.301	.414	.420	.581	.446	.371	.225	.168	.345	.172	.297	.697	.253	.549	.435	.243	1.000	.228	.159
B21.	.324	.290	.272	.275	.304	.376	.268	.316	.174	.267	.319	.139	.341	.408	.189	.507	.347	.257	.187	.228	1.000	.087
B22.	.133	.154	.055	.012	.164	.030	.035	.177	.088	.100	-.051	.072	-.045	.075	.143	.034	.139	.026	-.037	.159	.087	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.309	-.051	.697	.748	-13.637	.020	22

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
B1.	26.70	43.517	.597	.	.895
B2.	27.10	45.808	.677	.	.893
B3.	26.81	45.173	.430	.	.902
B4.	27.12	46.270	.580	.	.895
B5.	27.12	46.200	.653	.	.893
B6.	26.93	42.923	.725	.	.890
B7.	27.20	47.294	.584	.	.895
B8.	27.12	46.791	.616	.	.894
B9.	27.31	48.852	.473	.	.898
B10.	27.32	49.399	.389	.	.900
B11.	27.21	48.092	.477	.	.898
B12.	27.10	46.052	.564	.	.895
B13.	27.27	48.619	.530	.	.897
B14.	26.82	44.866	.648	.	.893
B15.	27.28	47.871	.479	.	.897
B16.	26.91	47.073	.429	.	.899
B17.	27.24	46.791	.696	.	.893
B18.	27.18	46.291	.619	.	.894
B19.	27.26	49.175	.281	.	.901
B20.	27.28	47.736	.569	.	.896
B21.	26.70	44.727	.482	.	.900
B22.	27.38	50.942	.123	.	.902

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
28.40	51.165	7.153	22

Reliability

Scale: PSYCHOLOGICAL DISTRESS

Case Processing Summary

		N	%
Cases	Valid	211	100.0
	Excluded[a]	0	.0
	Total	211	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.890	.892	12

Item Statistics

	Mean	Std. Deviation	N
D1. Been able to concentrate on whatever you are doing	1.15	.565	211
D2. Lost much sleep over worry	.87	.788	211
D3. Felt that you are playing a useful part in things	1.05	.562	211
D4. Felt capabale of making decisions about things	1.09	.508	211
D5. Felt constantly under strain	1.25	.736	211
D6. Felt you could not overcome your difficulties	.92	.773	211
D7. Been able to enjoy your normal day to day activities	1.18	.571	211
D8. Been able to face up to your problems	1.13	.469	211
D9. Been feeling unhappy and depressed	.86	.850	211
D10. Been loosing confidence in yourself	.80	.798	211
D11. Been thinking of yourself as a worthless person	.43	.702	211
D12. Been feeling reasonably happy, all things considered	1.08	.538	211

Inter-Item Correlation Matrix

	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12
Been able to concentrate on whatever you are doing	1.000	.409	.200	.315	.297	.398	.522	.354	.352	.342	.292	.369
Lost much sleep over worry	.409	1.000	.188	.294	.460	.498	.454	.331	.519	.458	.378	.350
Felt that you are playing a useful part in things	.200	.188	1.000	.416	.106	.207	.149	.298	.304	.320	.341	.254
Felt capabale of making decisions about things	.315	.294	.416	1.000	.267	.347	.254	.227	.429	.400	.407	.340
Felt constantly under strain	.297	.460	.106	.267	1.000	.521	.405	.399	.430	.378	.252	.288
Felt you could not overcome your difficulties	.398	.498	.207	.347	.521	1.000	.506	.502	.598	.560	.458	.450
Been able to enjoy your normal day to day activities	.522	.454	.149	.254	.405	.506	1.000	.623	.503	.485	.371	.576
Been able to face up to your problems	.354	.331	.298	.227	.399	.502	.623	1.000	.525	.554	.448	.601
Been feeling unhappy and depressed	.352	.519	.304	.429	.430	.598	.503	.525	1.000	.688	.557	.617
Been loosing confidence in yourself	.342	.458	.320	.400	.378	.560	.485	.554	.688	1.000	.722	.524
Been thinking of yourself as a worthless person	.292	.378	.341	.407	.252	.458	.371	.448	.557	.722	1.000	.494
Been feeling reasonably happy, all things considered	.369	.350	.254	.340	.288	.450	.576	.601	.617	.524	.494	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.407	.106	.722	.615	6.789	.017	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Been able to concentrate on whatever you are doing	10.65	25.846	.504	.341	.886
Lost much sleep over worry	10.94	23.896	.590	.412	.883
Felt that you are playing a useful part in things	10.75	26.691	.354	.254	.893
Felt capabale of making decisions about things	10.71	26.254	.490	.339	.887
Felt constantly under strain	10.55	24.772	.512	.367	.887
Felt you could not overcome your difficulties	10.89	23.301	.691	.514	.876
Been able to enjoy your normal day to day activities	10.63	25.044	.646	.565	.880
Been able to face up to your problems	10.67	25.735	.652	.560	.881
Been feeling unhappy and depressed	10.95	22.250	.759	.632	.872
Been loosing confidence in yourself	11.00	22.748	.746	.670	.872
Been thinking of yourself as a worthless person	11.38	24.160	.638	.563	.879
Been feeling reasonably happy, all things considered	10.73	25.265	.649	.540	.880

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
11.81	29.062	5.391	12

Reliability

Scale: SOCIAL SUPPORT

Case Processing Summary

		N	%
Cases	Valid	211	100.0
	Excluded[a]	0	.0
	Total	211	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.878	.878	5

Item Statistics

	Mean	Std. Deviation	N
E1. If needed, are your co-workers willing to listen to your work-related problems?	4.03	1.097	211
E2. If needed, is your immediate superior willing to listen to your work-related problems?	3.92	1.185	211
E3. Are your work achievements appreciated by your immediate superior?	3.82	1.070	211
E4. If needed, can you get support and help with your work from your co-workers?	3.78	1.155	211
E5. If needed, can you get support and help with your work from your immediate superior?	3.47	1.292	211

Inter-Item Correlation Matrix

	E1	E2	E3	E4	E5
E1. If needed, are your co-workers willing to listen to your work-related problems?	1.000	.665	.471	.686	.590
E2. If needed, is your immediate superior willing to listen to your work-related problems?	.665	1.000	.654	.475	.689
E3. Are your work achievements appreciated by your immediate superior?	.471	.654	1.000	.424	.549
E4. If needed, can you get support and help with your work from your co-workers?	.686	.475	.424	1.000	.688
E5. If needed, can you get support and help with your work from your immediate superior?	.590	.689	.549	.688	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.589	.424	.689	.265	1.626	.010	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
E1. If needed, are your co-workers willing to listen to your work-related problems?	15.00	15.238	.729	.624	.848
E2. If needed, is your immediate superior willing to listen to your work-related problems?	15.11	14.488	.754	.675	.841
E3. Are your work achievements appreciated by your immediate superior?	15.21	16.213	.619	.451	.872
E4. If needed, can you get support and help with your work from your co-workers?	15.25	15.218	.681	.625	.858
E5. If needed, can you get support and help with your work from your immediate superior?	15.56	13.666	.770	.651	.837

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
19.03	22.689	4.763	5

Reliability

Scale: WORK ENGAGEMENT

Case Processing Summary

		N	%
Cases	Valid	211	100.0
	Excluded[a]	0	.0
	Total	211	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.796	.809	4

Item Statistics

	Mean	Std. Deviation	N
C1. How I do in my job matters a great deal to me	4.63	.598	211
C2. I feel obligated to perform well in my job	4.71	.568	211
C3. I feel responsible for my job performance	4.82	.443	211
C4. How I do in my job influences how I feel	4.49	.739	211

Inter-Item Correlation Matrix

	C1	C2	C3	C4
C1. How I do in my job matters a great deal to me	1.000	.534	.485	.683
C2. I feel obligated to perform well in my job	.534	1.000	.565	.369
C3. I feel responsible for my job performance	.485	.565	1.000	.447
C4. How I do in my job influences how I feel	.683	.369	.447	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.514	.369	.683	.314	1.850	.011	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
C1. How I do in my job matters a great deal to me	14.02	1.952	.732	.562	.682
C2. I feel obligated to perform well in my job	13.94	2.254	.561	.411	.768
C3. I feel responsible for my job performance	13.83	2.504	.595	.390	.765
C4. How I do in my job influences how I feel	14.16	1.780	.612	.487	.761

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.65	3.534	1.880	4

APPENDIX III

Correlations

Correlations

		TE	TB	TS	TI	TI-2	A	T-SUP
TE. Total engagement	Pearson Correlation	1	-.071	.037	-.204**	.021	.117	.094
	Sig. (2-tailed)		.302	.594	.003	.757	.090	.174
	N	211	211	211	211	211	211	211
TB. Total Bulling	Pearson Correlation	-.071	1	.537**	.147*	-.128	-.009	-.143*
	Sig. (2-tailed)	.302		.000	.033	.064	.894	.038
	N	211	211	211	211	211	211	211
TS. Total stress	Pearson Correlation	.037	.537**	1	.094	.025	.016	.021
	Sig. (2-tailed)	.594	.000		.173	.715	.817	.759
	N	211	211	211	211	211	211	211
TI. It is likely that I will leave UIS for another job within the next year	Pearson Correlation	-.204**	.147*	.094	1	.343**	.220**	-.354**
	Sig. (2-tailed)	.003	.033	.173		.000	.001	.000
	N	211	211	211	211	211	211	211
TI-2. It is likely that I will apply for a different position at UIS within the next year	Pearson Correlation	.021	-.128	.025	.343**	1	.080	-.033
	Sig. (2-tailed)	.757	.064	.715	.000		.246	.631
	N	211	211	211	211	211	211	211
A. How many days have you been off work due to work-related stress within the last 6 months?	Pearson Correlation	.117	-.009	.016	.220**	.080	1	-.133
	Sig. (2-tailed)	.090	.894	.817	.001	.246		.054
	N	211	211	211	211	211	211	211
T-SUP. Totsupport1	Pearson Correlation	.094	-.143*	.021	-.354**	-.033	-.133	1
	Sig. (2-tailed)	.174	.038	.759	.000	.631	.054	
	N	211	211	211	211	211	211	211

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX IV

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
total Bullying	1(Male)	91	28.4725	7.43167	.77905
	2(Female)	120	28.3417	6.96509	.63582

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total Bullying	Equal variances assumed	.190	.663	.131	209	.896	.13086	.99663	-1.83387	2.09559
	Equal variances not assumed			.130	187.060	.897	.13086	1.00558	-1.85287	2.11460

T-Test

Group Statistics

	Is your job at UIS a leadership position?	N	Mean	Std. Deviation	Std. Error Mean
total Bullying	1 (Leader position)	39	27.9487	7.41602	1.18751
	2 (NO leader position)	172	28.5000	7.11024	.54215

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total Bullying	Equal variances assumed	.013	.910	-.434	209	.665	-.55128	1.27107	-3.05705	1.95449
	Equal variances not assumed			-.422	54.961	.674	-.55128	1.30542	-3.16744	2.06487

Oneway ANOVA

Descriptives

Total Bullying

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
<= 37	57	27.4211	6.03545	.79942	25.8196	29.0225	22.00	55.00
38 - 47	49	27.8367	5.50888	.78698	26.2544	29.4191	22.00	44.00
48 - 56	55	29.2182	8.77642	1.18341	26.8456	31.5908	22.00	71.00
57+	50	29.1600	7.76271	1.09781	26.9539	31.3661	22.00	58.00
Total	211	28.3981	7.15294	.49243	27.4274	29.3688	22.00	71.00

Test of Homogeneity of Variances

Total Bullying

Levene Statistic	df1	df2	Sig.
2.301	3	207	.078

ANOVA

Total Bullying

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	135.869	3	45.290	.884	.450
Within Groups	10608.690	207	51.250		
Total	10744.559	210			

Robust Tests of Equality of Means

Total Bullying

	Statistic[a]	df1	df2	Sig.
Welch	.873	3	113.072	.457
Brown-Forsythe	.889	3	183.680	.448

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

Dependent Variable: total Bullying

Tukey HSD

(I) Age4 (Binned)	(J) Age4 (Binned)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
<= 37	38 - 47	-.41568	1.39464	.991	-4.0278	3.1965
	48 - 56	-1.79713	1.35312	.546	-5.3017	1.7075
	57+	-1.73895	1.38712	.593	-5.3316	1.8537
38 - 47	<= 37	.41568	1.39464	.991	-3.1965	4.0278
	48 - 56	-1.38145	1.40632	.760	-5.0238	2.2609
	57+	-1.32327	1.43906	.794	-5.0505	2.4039
48 - 56	<= 37	1.79713	1.35312	.546	-1.7075	5.3017
	38 - 47	1.38145	1.40632	.760	-2.2609	5.0238
	57+	.05818	1.39886	1.000	-3.5649	3.6813
57+	<= 37	1.73895	1.38712	.593	-1.8537	5.3316
	38 - 47	1.32327	1.43906	.794	-2.4039	5.0505
	48 - 56	-.05818	1.39886	1.000	-3.6813	3.5649

Homogeneous Subsets

Total Bullying

Tukey HSD[a,b]

Age4 (Binned)	N	Subset for alpha = 0.05
		1
<= 37	57	27.4211
38 - 47	49	27.8367
57+	50	29.1600
48 - 56	55	29.2182
Sig.		.572

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 52.539.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Oneway ANOVA

Descriptives

Total Bullying

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
<= 2	62	27.9194	6.27328	.79671	26.3262	29.5125	22.00	55.00
3 - 6	47	28.5745	8.69469	1.26825	26.0216	31.1273	22.00	71.00
7 - 15	57	28.5789	6.69741	.88709	26.8019	30.3560	22.00	47.00
16+	45	28.6444	7.28372	1.08579	26.4562	30.8327	22.00	58.00
Total	211	28.3981	7.15294	.49243	27.4274	29.3688	22.00	71.00

Test of Homogeneity of Variances

Total Bullying

Levene Statistic	df1	df2	Sig.
.456	3	207	.714

ANOVA

Total Bullying

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.267	3	6.756	.130	.942
Within Groups	10724.292	207	51.808		
Total	10744.559	210			

Robust Tests of Equality of Means

Total Bullying

	Statistic[a]	df1	df2	Sig.
Welch	.153	3	108.461	.928
Brown-Forsythe	.126	3	177.053	.945

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

Dependent Variable: total Bullying

Tukey HSD

(I) workyears4binned	(J) workyears4binned	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
<= 2	3 - 6	-.65511	1.39209	.965	-4.2607	2.9504
	7 - 15	-.65959	1.32081	.959	-4.0805	2.7613
	16+	-.72509	1.40958	.956	-4.3759	2.9257
3 – 6	<= 2	.65511	1.39209	.965	-2.9504	4.2607
	7 - 15	-.00448	1.41817	1.000	-3.6776	3.6686
	16+	-.06998	1.50120	1.000	-3.9581	3.8182
7 – 15	<= 2	.65959	1.32081	.959	-2.7613	4.0805
	3 - 6	.00448	1.41817	1.000	-3.6686	3.6776
	16+	-.06550	1.43534	1.000	-3.7831	3.6521
16+	<= 2	.72509	1.40958	.956	-2.9257	4.3759
	3 - 6	.06998	1.50120	1.000	-3.8182	3.9581
	7 - 15	.06550	1.43534	1.000	-3.6521	3.7831

Homogeneous Subsets

Total Bullying

Tukey HSD[a,b]

workyears4binned	N	Subset for alpha = 0.05 1
<= 2	62	27.9194
3 – 6	47	28.5745
7 – 15	57	28.5789
16+	45	28.6444
Sig.		.956

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 51.832.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.